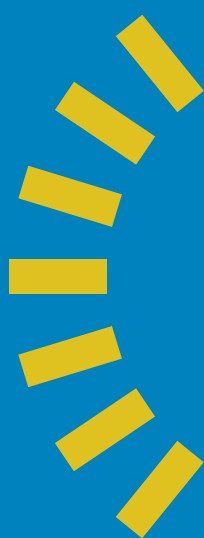




Akademia WSB
WSB University



Well-being of children and adolescents in migration crisis

Lesson plans for teachers and educators

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INTRODUCTION

The well-being of children and young people is not only an important but also an urgent task in the current everyday life of educational institutions, which are marked by many crises. This is because it largely determines the effectiveness of the work of the entire school environment and the quality of the actions it undertakes, which has consequences for the social functioning of all entities, including those outside the school environment. Making students feel happy, safe and able to develop their skills and potential may seem particularly challenging to teachers and specialists working in schools and other educational institutions in these turbulent times marked by armed conflicts. but constantly increasing the commitment of teaching staff to the well-being of learners is becoming a necessity. The diversity of needs, limited resources, pressure to achieve educational results, social and technological changes, and dysfunctions in the social environment (both peer and family) in the context of emerging crises make it extremely difficult for the school environment to provide students with conditions that guarantee their satisfaction with life and comprehensive development in physical, emotional, social and educational terms. Hence the need to think outside the box and take action that takes into account the current needs of learners and the specific nature of emerging situations, threats and problems, as is the case with the mass migration of children and young people from war-torn areas. This is a special time that has rapidly complicated the learning process for children and young people in educational institutions in countries hosting young immigrants. The migration crisis experienced by schools in many European countries at the outbreak of full-scale war in Ukraine, has shown how much young people are suffering as a result of these actions and how this is adversely affecting the entire school, local and family environments. Maintaining the mental well-being of migrant children and young people and those welcoming newcomers into their communities, as well as preventing undesirable phenomena arising from the migration crisis, has presented the entire school community with new educational challenges on a scale never before seen, with a particular emphasis on prevention and education in universal values.

In a mental crisis, the most important and at the same time the most difficult thing is to restore the disturbed balance. It is most often based on a sense of security, trust and at least a basic predictability of what is happening to us and what will happen. A prerequisite for this is understanding: one's own situation, its causes, the changes we are experiencing, and the repertoire of possible behaviours available to us at that time.

To meet these challenges, the WSB Academy in Dąbrowa Górnicza, as the leader of the project 'mentUwell – PRESERVING YOUTH MENTAL WELLBEING IN WARTIME MIGRATION CRISIS' implemented under the Erasmus+ Cooperation partnerships in youth programme, has organised two editions of a competition for primary school teachers and all secondary school classes for a lesson plan, classes with a form teacher or extracurricular activities in cooperation with the Dąbrowa Górnicza Branch of the Polish Pedagogical Society and the Dual Private Primary School in Mikołów. The aim of the competition was to select the most interesting and engaging ideas for lessons or extracurricular activities for children and young people,



aimed at people aged 13-18, which could be implemented in crisis situations caused by migration resulting from broadly understood military actions or as preventive measures to prevent undesirable phenomena generated by the migration crisis. The task of the competition participants was to prepare a lesson plan containing proposals for activities aimed at maintaining the mental well-being of migrant children and young people during a war crisis in their country, during their stay in the host country. The competition jury paid particular attention to the attractiveness of the forms of animation and communication, as well as the promotion of universal values, active citizenship and initiative among children and young people living in the host country, in order to support young people migrating due to war in their country.

This publication contains 10 scenarios selected by the competition jury, which may prove helpful for teachers actively supporting the well-being of their students, even in such a difficult situation as the migration crisis. The set includes lesson plans (English, German, safety education, basics of entrepreneurship, history and social studies), classes with a form teacher, and therapeutic classes. The materials developed provide for the use of a wide range of activating methods, such as brainstorming, case studies, educational games, drama, discussion, pair and group work, which guarantee student engagement in the lesson. Particularly noteworthy is the inclusion of modern technology in the lessons, including the use of films, presentations, tools such as menti.com, a wheel of fortune and a team generator, as well as padlets and Photon robots. An additional value of this set is the extensive bibliography for each scenario, which allows for in-depth knowledge of the topic and its context, as well as access to sources of information. Inspiring worksheets can also be used to support teachers.

We encourage you to use the scenarios, disseminate them and adapt them to current needs in order to support children and young people arriving from war-torn areas and those who are hosting others in the migration crisis.

Editors

SCENARIO 1

Aleksandra Mroncz-Włosik

German language

Wir sind Nachbarn und halten zusammen / We are neighbors and support each other

1. Lesson target group: 15 years old

2. Lesson objectives

2.1. General purpose of the lesson

- Developing linguistic and communicative competence in German in the context of discussions on solidarity and support of a neighboring country during the war.

2.2. Specific objectives

- Enrich vocabulary related to the lesson topic, such as der Krieg, die Flüchtlinge, internationale Solidarität, die Unterstützung, humanitäre Hilfe.
- Developing the ability to listen with understanding in a foreign language.
- Exercises in communicating in German.
- Activating and integrating all students through teamwork.
- Understanding the importance of solidarity and empathy in the face of war and migration.

3. Working methods

- Working in pairs
- Brainstorming
- Working in groups
- Group discussion

4. List of teaching aids to be used to conduct the lesson

- Glossary with words related to war and humanitarian aid
- German-language map of Europe
- Interactive whiteboard
- Yellow, blue cards and sheets of paper, markers, crayons
- Cards with the lyrics of the song „Keine Grenzen” („No Boundaries”) by the band Ich Troje

5. Course of the lesson

5.1. Introductory part (10 minutes)

- Welcome and introduction to the topic:

The teacher welcomes the students, introduces the topic of the lesson and emphasizes its seriousness in the current geopolitical situation, and distributes cards with the necessary vocabulary.

- Work with a map and glossary:

The teacher shows a German-language map of Europe and points to Ukraine. The students are to name in German the geographical location of Ukraine in the context of Poland and other European countries and answer the question: Was bedeutet es, ein guter Nachbar zu sein? (What does it mean to be a good neighbor?)

5.2. Main part (20 minutes)

- Working with multimedia material:

The teacher shows a presentation about Ukraine in German. Students receive yellow and blue cards. In pairs, they write on them positive associations and information in German about Ukraine. They pin the cards with magnets to the board.

- Brainstorming:

The teacher presents several photos from Ukraine that show the scale of Russian destruction. Students list Polish and foreign aid organizations like the Polish Center for International Aid, Polish Humanitarian Action, the Red Cross, Caritas and UNICEF with the teacher.

Students in groups consider how they can express their support for Ukraine. These can range from symbolic actions (e.g., organizing events, collections) to more practical actions (e.g., helping refugees, fundraising). Each group presents ideas to the class.

- Creative expression of solidarity:

Students make posters that express solidarity with Ukraine. They can use national symbols, drawings, slogans and associations from cards previously placed on the board.

Students will later display posters at school to show support for Ukraine.

5.3. Final part (10 minutes)

- Summary:

The teacher asks the question: Welche Verantwortung haben wir gegenüber unseren Nachbarn? (What responsibility do we have to our neighbors?) Students should point to the support and different types of assistance discussed earlier.

- Discussion:

The teacher presents the song by the band Ich Troje „Keine Grenzen” („No borders”), explains the refrain of the song and asks: Ist die Welt ohne Kriege und Grenzen möglich? (Is a world without wars and borders possible?). Students use the construction: Meiner Meinung nach... (In my opinion...).

- Ending the lesson:
Students sing together the refrain of the song in German.

6. Bibliography and sources used to prepare the lesson plan

- presentation on Ukraine:
<https://kinder.wdr.de/tv/neuneinhalb/av/video-neuneinhalb-kompakt--die-ukraine-100.html>
- article on aid organizations:
<https://magazynterazpolska.pl/pl/a/jak-pomagac-ukrainie-lista-podmiotow-organizujacych-pomoc-i-wsparcie>
- An article about students with migration experience
https://biblioteka.ceo.org.pl/jak-uczyc-w-klasie-w-ktorej-sa-uczniowie-z-doswiadczeniem-migracji/?utm_campaign=MEN&utm_medium=email&utm_source=mailing
- pictures from Ukraine that show the scale of Russian destruction:
<https://tvn24.pl/premium/ukraina-zdjecia-przed-i-po-ktore-pokazuja-skale-rosyjskiej-destrukcji-st5622986>
- Ich Troje band's song „Keine Grenzen” („No Boundaries”):
https://www.youtube.com/watch?v=kT_kWEDR4LI

7. List of additional files that are an integral part of the scenario

- Glossary with words related to the war in Ukraine and humanitarian aid.
- Lyrics of the song by Ich Troje band „Keine Grenzen”.



APPENDICES TO THE SCENARIO 1

Wortschatz zum Thema Krieg in der Ukraine:

- collection action – die Spendenaktion
- commit oneself – sich engagieren für
- attack – angreifen
- asylum – das Asyl
- be afraid of something – Angst haben vor
- barbaric – barbarisch
- bomb – die Bombe (-n)
- building – das Gebäude (-)
- protect – schützen
- Red Cross – das Rote Kreuz
- tank – der Panzer
- voluntary – freiwillig
- affected area – das betroffene Gebiet
- empathetic – einfühlsam
- threaten, endanger – drohen
- integration – die Integration
- humanitarian catastrophe – humanitäre
- crisis – die Krise
- language course for foreigners – der Sprachkurs für Ausländer
- worry – sich Sorgen machen um
- sudden – plötzlich
- striker – der Angreifer
- dangerous to life, fatal – lebensgefährlich
- destroy – zerstören
- civil defense – der Zivilschutz
- responsibility – die
- victim – das Opfer
- offer help – Hilfe anbieten
- leave – verlassen
- aid organization – die Hilfsorganisation

- 
- organise – organisieren
 - humanitarian aid – humanitäre Hilfe
 - crisis assistance – die
 - medical assistance – medizinische Hilfe
 - international aid – internationale
 - psychological assistance – psychologische Hilfe
 - humanitarian rights – humanitäre Rechte
 - take steps – Maßnahmen ergreifen
 - cross the border – die Grenze überqueren
 - accept – aufnehmen
 - save a life – Leben retten
 - distribute food – Essen
 - bloodshed – das Blutvergießen
 - solidarity – die Solidarität
 - sovereignty – die Souveränität
 - chances of survival – die Überlebenschancen
 - seek shelter – Schutz suchen
 - clothing – die Kleidung
 - run away – fliehen
 - fugitives – die Flüchtlinge
 - provide assistance – Hilfe leisten
 - news – die Nachricht
 - war – der Krieg
 - army – die Armee
 - volunteer – der Volontär
 - volunteer – die Volontärin
 - support – die Unterstützung
 - provide accommodation – Unterkunft bieten
 - collect donations – Spenden
 - soldier – der Soldat
 - soldier – die Soldatin
 - food – die Lebensmittel



Keine Grenzen Ich Troje

Ich wär so gerne mal ein Astronaut
Der von dort oben auf die Erde runterschaut
Denn alle, die dort oben einmal war'n
Sie alle sagen, es ist wunderbar

Frieden ist dort, Seligkeit und Glück
Alles das, was es hier kaum noch gibt
Man sieht so, wie ein unschuldiges Kind
Wie klein wir Menschen auf dieser Erde sind.

Keine Grenzen – keine Fahnen
Von dort oben ist die Welt einfach nur schön
Keine Länder – keine Völker
Keine Kriege kann man von dort oben seh'n

Jeder von uns müsste mal dort hin
Um zu seh'n, der ganze Kampf hat keinen Sinn
Vielleicht nimmt uns das unser'n dummen Größenwahn
Und statt nur zu labern fangen wir zu lieben an

Keine Grenzen – keine Fahnen
Von dort oben ist die Welt einfach nur schön
Keine Länder – keine Völker
Keine Kriege kann man von dort oben seh'n

SCENARIO 2

Danuta Cyrulik
Educational lesson

The impact of the wartime migration crisis on the psyche of young people

1. Lesson target group: 16 years old

2. Lesson objectives

2.1. General purpose of the lesson

- Increase students' awareness of the importance of the mental well-being of migrant youth during the wartime migration crisis and develop skills to support peers affected.

2.2. Specific objectives

- Students will understand the impact of the wartime migration crisis on the psyche of young people.
- Students learn basic terms such as PTSD, somatic disorders, adaptation problems
- Students will learn how to recognize symptoms of mental problems in themselves and their peers.
- Students will learn how they can help maintain the mental well-being of their peers who have experienced migration due to war.
- Students will learn about organizations and institutions they can turn to for help.

3. Working methods

- brainstorming conducted in Menti.com software
- working in pairs
- working in groups
- discussion
- case study
- reflection cards

4. List of teaching aids to be used to conduct the lesson

- youtube video
- Worksheets with quotes from the UNICEF report
- presentation made in Canva

5. Course of the lesson

5.1. Introductory part

- Welcoming students and introducing the topic:

The teacher welcomes the students, introduces the topic of the lesson and explains why this is an important aspect in the context of contemporary events. He points out how wars and migrations can affect the psyche of children and young people. (2 minutes)

- Viewing the video:

The teacher presents students with a short video showing the state of schools in Ukraine and housing conditions during the war crisis. The video is intended to give students an idea of the realities faced by young people forced to emigrate because of the war. (2 minutes)

- Working in pairs

After watching the video, students work in pairs or small groups to discuss their thoughts and answer the questions displayed in the presentation: What emotions did the video evoke in you? (The purpose of the question is to encourage students to express their feelings and reflections on what they saw). Why do young people in Ukraine often have no other option but to leave their country? (Students are to understand that forced migration is not a choice, but a necessity due to the difficult living conditions in a country at war). What challenges might young people face when leaving their country as a result of the war? (The teacher may point out problems with adaptation in a new country, language barrier, instability or trauma). How has migration affected the education of these young people? (The question is intended to reflect on interruptions in education, differences in education systems and the difficulties of continuing education in a foreign country). (6 minutes)

5.2. Main part

- Brainstorming

The teacher asks the students to take out their cell phones with which they will participate in the brainstorming. The students, using their phones, go to [menti.com](https://www.menti.com) and enter the code displayed in the presentation. Then the students' task is to answer the question: What might be the consequences for the mental health of a young person who has lost his security and had to leave his homeland? Students write in 3 slogans on the impact of war and forced migration on the mental health of young people. After 3 minutes, the teacher discusses the typed entries with the students and supplements the students' statements as necessary with issues such as PTSD (post-traumatic stress disorder), anxiety, depression, adaptation problems, sleep disorders, concentration and learning difficulties, somatic disorders. The teacher's task is to explain each issue or give examples so that students know the meaning of each term. (5 minutes)

- Group work – Case study:

Students are divided into groups of 4-5. Each group is given a worksheet with a short quote from a young person who experienced migration due to war (the quotes were copied from the Unicef report). The task of the groups is: identify mental problems that the person of the description may be facing based on the previous exercise.

After 5 minutes, the groups present their results. (6 minutes)

- Discussion – How to support peers? :

After the groups' presentations, the teacher moderates a discussion on ways to support peers who have experienced the trauma of war and migration. Students can share their insights, and the teacher directs students if necessary by asking additional questions:

What activities could help peers feel more accepted and welcome at the new school? (e.g., organizing an integration meeting, extracurricular activities – sports games, workshops)

What can we do for those experiencing trauma

Could they feel safer? (e.g., creating a non-judgmental atmosphere, avoiding difficult topics, offering support)

How can we support peers who may not yet speak Polish well? (e.g., assistance in learning the language)

How can we show peers that their experiences are important to us and that we listen to them? (e.g., listening without interrupting, showing empathy) (10 minutes)

5.3. Final part

- Reflection cards

Students are given cards on which they write down three things they remembered from the lesson and one question they still have. The cards can be anonymous, allowing for honest answers and giving the teacher insight to assess understanding of the topic. Students have 4 minutes to complete the cards.

After the time given by the teacher, the cards are collected. The teacher reads the students' reflections and answers the questions. (12 minutes)

- Completion of classes

The teacher thanks the students for their participation in the class, summarizes the main points raised in the lesson, emphasizing the role of youth in creating a supportive environment for peers with war experience. He also points out the possibility of turning to professionals and organizations for help, if needed. (2 minutes)

6. Bibliography and sources used to prepare the lesson plan

- Unicef report:
<https://www.unicef.org/eca/media/32336/file/Raport%20%E2%80%9EBez%20w%C4%85tpienia%20jest%20tu%20fajnie;%20ale%20prawdziwy%20dom,%20to%20w%C5%82asny%20dom...%E2%80%9D.pdf>
- video the teacher plays from 1:47-2:26
<https://www.youtube.com/watch?v=Y1Bm9gVnbXA>
- source of knowledge
<https://ruj.uj.edu.pl/server/api/core/bitstreams/5ceacfcc-1403-457d-86c5-d1055a6d85e0/content>

7. List of additional files that are an integral part of the scenario

- presentation made in Canva
- worksheets with quotes
- reflection cards

APPENDICES TO THE SCENARIO 2

A list of quotes from the Unicef report:

“I have nothing left in Ukraine [...] My gymnasium was burned to the ground. And recently, nature was also destroyed [by the attack on the Kachovka dam].¹⁰ What can one say? I had one friend. Somehow our contact broke off. There were three friends, one from [city name], two from [city name]. One was shot, the other disappeared. And [the one] from [city name] – the bomb flew right into his apartment.”

(V, a boy from Ukraine, 15 years old).

W: “It’s nice here, no doubt.... But a real home is your own home. Home is where you live and you miss it, even when there’s no reason to deny that it’s good here [too].” E: “It’s not the same. The atmosphere...”. W: “You live there for a long time and everything is familiar. You remember sitting under that tree, in that park, under that tree, where you used to play and ride your bike, whatever... that’s where you fell down. That’s where you have acquaintances, friends.”

(W, girl, 15 years old; E, girl, 16 years old; both from Ukraine)

“You are abroad in a safe place, and your father is in a safe zone, and you don’t know what can happen to him at any time, whether he will come home; and there is no contact with him.”

(Ukrainian girl, 15 years old)

“When I moved here, I was very lonely because I came here alone. By The first six months, my mother was still in Ukraine, my father too. I lived with my sister. It was very difficult because she often worked, and I felt very lonely because I had no friends. My friends from Ukraine stopped talking to me because I didn’t tell them I was leaving. They were very angry with me at the time. It was a very difficult time for me.”

(D, girl from Ukraine, 13 years old)

S: “The best thing to do in Poland is to sleep. I sleep all the time.” A: “And eating.” S: “I always think [that] in the future I will return home, 100%. [After all] I will come back in the summer, so why should I do anything here? Why do I need to start anything, why do I need to learn the Polish language, why do I need to learn it at all. Since I’m going home anyway. But I understand that I may not come back. And maybe I’ll stay here. And I’ll sleep for days.”

(S, girl, 16; A, girl, 16; both from Ukraine).



Reflection card

Three things you remember from the lesson:

1.

2.

3.

If you have any questions, you can ask them here:

SCENARIO 3

Magdalena Rozwadowska

English language, basics of entrepreneurship, etc.

Strengthening the psychological well-being of youth in the situation of migration crisis

1. Lesson target group: 13-18 years old

2. Lesson objectives

2.1. General purpose of the lesson

- Strengthening the psychological well-being of adolescents in a migrant crisis and integrating students into school communities.

2.2. Specific objectives

- Students will learn about the mechanisms affecting the psyche of migrants during the war.
- Students understand the concept of post-traumatic stress and its impact on young people.
- Students are able to recognize the emotional needs of classmates who came to Poland as a result of the migration crisis.
- Students learn about and learn basic stress management techniques.
- Students create a poster promoting empathy and support for migrant youth.

3. Working methods

- Brainstorming
- Working in pairs
- Working in groups
- Class discussion
- Creating a poster
- Mini-lecture

4. List of teaching aids to be used to conduct the lesson

- Whiteboard and marker
- A3 paper, markers
- Multimedia presentation with illustrations (optional)

- 
- Cards and pens for students
 - Computers (optional, for making multimedia presentations/posters in digital form – instead of a paper version of the poster)

5. Course of the lesson

5.1. Introductory part

- Introduction to the topic (5 minutes)

The teacher welcomes the students and introduces the topic of the lesson. He explains that today's lesson will focus on the topic of migration in the context of the war crisis and the support we can provide to young people coming from war-affected countries.

- Introductory questions:

What does it mean to migrate? What are the reasons for migration? What emotions might accompany people who have to leave their country because of war?

Students work in pairs, discussing the above questions.

5.2. Main part

- Mini-lecture: The impact of migration on mental health (10 minutes)

The teacher explains what wartime migration is and the impact it can have on the mental health of young people. He draws attention to such issues as:

Trauma and post-traumatic stress disorder (PTSD)

Loss of a sense of security

Social isolation

Change of environment and difficulties in integration

- Working in groups: How can we help? (15 minutes)

Students are divided into 3-4 groups. Each group is given a task:

Group 1: Develops a list of actions the school can take to help migrant youth feel safe and integrate with their peers.

Group 2: Creates a list of ways students themselves can support new classmates, e.g., through empathy, inviting them to play, etc.

Group 3: Reflects on stress management techniques that could help both migrant youth and their peers.

Group 4: Will propose the creation of a local initiative that will focus on jointly organizing events and meetings (the group will come up with ideas for events and meetings) that will promote cooperation and dialogue between migrants and the local community.

- Class discussion: presentation of ideas (10 minutes)

Each group presents the results of its work. The teacher moderates the discussion, noting common points and diversity of ideas. Encourages students to be empathetic to people with migrant experience.

- 
- Creative task: Poster, multimedia presentation or digital poster (when we have computers available) supporting migrant youth (10 minutes)

Students in pairs create a poster with the theme „Help for Migrant Youth.” It is designed to promote empathy, understanding and support in the school community. Each pair presents their poster, and the teacher pays attention to the creativity and message.

5.3. Final part

- Summary of the lesson (5 minutes)

The teacher summarizes the key points from the lesson:

The importance of psychological support in a migration crisis

Stress management techniques

Shared responsibility for helping others.

- The teacher thanks them for their active participation and emphasizes that such activities can make a real difference in the psychological well-being of migrant youth. And displays on the blackboard information about sites where one can find information on psychological support for migrant youth.

6. Bibliography and sources used to prepare the lesson plan

- Ministry of Education materials on integration of refugee children in schools.
- UNICEF Poland – offers psychological support for children and adolescents, especially for migrant and refugee youth: UNICEF Poland – psychological support
- Invelo Center – specializes in psychological support, offering a variety of therapies, including for adolescents: Invelo Center
- Foundation We Give Children Strength – offers psychological support for children, including programs for migrant youth: FDDS – psychological assistance
- UNHCR Poland – provides psychosocial support to refugees, including youth: UNHCR Poland – support

SCENARIO 4

Magdalena Ankiewicz-Kopicka
Educational lesson

Together in Crisis

1. Lesson target group: 14-18 years old

2. Lesson objectives

2.1. General purpose of the lesson

- Male and female students understand the importance of psychological support for migrant youth during the war crisis and develop skills and attitudes to create a safe, supportive environment.

2.2. Specific objectives

- Male and female students will identify and understand the mental and emotional needs of migrant youth.
- Male and female students will develop proposals for activities to support the psychological well-being of migrant youth.
- Male and female students develop attitudes of empathy, solidarity and social responsibility.
- Male and female students will undertake initiatives to support migrant youth in the community.
- Male and female students develop critical thinking and problem-solving skills.
- Male and female students are able to use digital tools to collaborate, create educational materials or social campaigns.

3. Working methods

- teaching game;
- discussion;
- brainstorming;
- mini creative workshops;
- practical exercises.

4. List of teaching aids to be used to conduct the lesson

- computers, school tablets or smartphones of male and female students with Internet access;

- Interactive whiteboard, monitor or projector;
- teaching game – www.classtools.net/z-a/202408_-38EmVg
- brainstorming – <https://answergarden.ch/4163379>
- online collaboration tool, such as padlet – <https://padlet.com/dajawoj888/inicjatywy>.

5. Course of the lesson

5.1. Introductory part (10 minutes)

The teacher welcomes male and female students, and then, in order to generate interest, begins the lesson with a teaching game prepared at <https://www.classtools.net/z-a/>. Youngsters guess words (phrases) related to the topic of the lesson, which are revealed letter by letter in reverse alphabetical order.

Once the key terms are defined:

- Psychological well-being.
- Emotional support.
- Migration.
- Empathy.
- Solidarity.
- Integration.
- War Crisis.
- Active Citizenship.
- Social Competencies.

The teacher/educator states the topic of the lesson: TOGETHER IN CRISIS and briefly discusses its structure.

5.2. Main part (20 minutes)

The teacher initiates a discussion on the current migration crisis caused by warfare, noting that many people, including young people, have had to leave their homes and find refuge in other countries. He also encourages them to think about and identify the emotional and psychological needs that accompany young migrants in a new environment. The facilitator(s) writes the question on <https://answergarden.ch/>, generates a link <https://answergarden.ch/4163379> or QR code. Youth provide answers using their own smartphones or school tablets.

Summarizing the statements of male and female students, which are displayed after refreshing the page on the interactive whiteboard or projector, the teacher/teacher draws attention to emotions such as fear, sadness, loss, as well as the need for safety, acceptance, emotional support, contact with the family, adaptation to a new environment, while emphasizing the importance of taking care of mental health in difficult situations.



In the next step in the lesson, the facilitator/leader puts the youth into teams of 3-4 people. The task of each group is to develop strategies for actions that could support migrant youth in their new country. Students post their ideas on a padlet provided by the teacher/teacher with the possibility of editing (<https://padlet.com/dajawoj888/inicjatywy>). Groups choose how they want to present their findings – it could be in written form, a multimedia presentation, a poster or a short video. More advanced students create complex materials, while youngsters who need support can focus on simpler ones.

Mini-workshop: male and female students work on the following tasks:

- What specific actions could we take as students to help young migrants feel safe and accepted?
- What initiatives could we organize in the school or community to promote solidarity and integration?
- What techniques and tools can be used for mental and emotional support?
- What forms of social support can be organized at school?

Optionally, each team can be assigned a different task:

Group 1: Emotional support

Task: Develop an emotional support program for migrant youth to be implemented by a school psychologist or educator. Include weekly group meetings, individual counseling, and workshops on coping with stress and anxiety.

Group 2: Language learning

Task: Create an action plan to help migrant youth learn the language of the host country. This could include additional language classes, language tandem with local male and female students, as well as organizing “language cafes” where youth can freely practice the language in an informal setting.

Group 3: Social integration

Task: Plan initiatives that will facilitate the integration of migrant youth into the local school community. Your task is to create a schedule of integration events, such as joint trips, art, sports or culinary projects, in which both local and migrant students can participate.

Group 4: Educational support

Task: Develop an educational support program to help migrant youth catch up on schoolwork and adapt to the new educational system. You may include individual lessons with teacher(s), homework assistance for local male and female students, and access to additional educational materials in the migrant youth’s native language.

Group 5: extracurricular activities

Task: Propose a program of extracurricular activities that will appeal to migrant youth and help them develop their talents and interests. Include art, sports, music or discussion clubs that foster integration and build relationships with peers.

Group 6: Mental support through art

Task: Create a plan for art therapy workshops for migrant youth to help them express their emotions and experiences of migration and war. Include a variety of art forms, such as painting, drawing, music, dance or theater, that will encourage openness and creativity.

Group 7: Mentoring program

Task: Develop a mentoring program in which local male and female students would act as mentors/mentees for migrant youth. Think about what such a program should look like, what activities the mentors could undertake, and what benefits both the mentors/mentees and their mentees/mentees could derive from it.

Group 8: Awareness campaign

Task: Design an information campaign at school that will raise awareness about the situation of migrant youth and promote attitudes of empathy and solidarity. The campaign may include posters, flyers, multimedia presentations, meetings with experts and classroom discussions.

Each group, working on its task, should develop a detailed action plan that includes goals, steps for implementation, resources needed for implementation and how to evaluate the effectiveness of the proposed activities.

After the allotted time, task force leaders/leaders discuss their ideas with the class.

5.3. Final part (15 minutes)

The teacher/teacher summarizes the ideas, noting their importance for the mental well-being of migrant youth, and encourages students to get involved in the proposed initiatives. Youth award stars on a padlet and choose 2-3 specific activities that can be implemented in the near future (e.g., organizing a team-building meeting, an art project, preparing podcasts on mental health, creating a digital support group, one-on-one conversations, role-playing, introducing elements of art therapy or music that can support youth on different emotional levels, etc.).

Completion:

Relaxation workshops and support techniques:

- Introduction to relaxation techniques: The teacher/teacher introduces and demonstrates simple relaxation techniques that can help migrant youth cope with stress and anxiety (e.g., deep breathing, visualization, simple physical exercises).
- Practical exercises: Male and female students perform a short relaxation session under the guidance of the teacher(s), which can be recorded and made available in digital form for migrant youth to use at any time.

The presenter(s) thanks the youth for their involvement while emphasizing that joint activities can help young migrants feel part of a new community.



6. Bibliography and sources used to prepare the lesson plan

<https://epedagogika.pl/zarzadzanie-klasa/relaksacja-dla-dzieci-i-mlodziezy.-cwiczenia-na-wprowadzenie-ciala-i-umyslu-w-stan-odprezenia-3960.html> [accessed August 31, 24];

<https://unicef.pl/wspolpraca/wspolpraca-z-placowkami-edukacyjnymi/materialy-edukacyjne/o-zdrowiu-psychicznym-dzieci-i-mlodziezy> [accessed August 31, 24];

<https://www.savethechildren.net/> [accessed August 31, 24];

<https://www.mindfulnessforteens.com/> [accessed 31/08/24].

7. List of additional files that are an integral part of the scenario

Appendix 1 – teaching game;

Appendix 2 – brainstorming;

Appendix 3 – padlet.

APPENDICES TO THE SCENARIO 4

Appendix 1

Short Tutorial for Teacher(s): How to create a fun “Z-A Quiz” at <https://www.classtools.net/>

What is the “Z-A Quiz”

“Z-A Quiz” is an interactive educational game available on Classtools.net that involves guessing words or phrases that appear letter by letter in reverse alphabetical order.

Step 1: Enter the site

1. Open a web browser.
2. Go to Classtools.net.

Step 2: Select the “Z-A Quiz” tool.

1. On the Classtools.net home page, find and click on the “Z-A Quiz” option. If you don’t see the tool right away, you can use the search function on the page or scroll down to find “Z-A Quiz” among the available options.

Step 3: Create a fun “Z-A Quiz.”

1. Enter the title of your quiz: In the “Quiz Title” field, enter the title of your game, such as “Key concepts from the lesson “.

Add phrases or words: In the “Words/phrases to guess” box, type the words or phrases you want students to guess. Type each word or phrase on a separate line. Examples of words: “Empathy”, “Solidarity”, “Mental well-being”, “War crisis”.

2. Time settings: You can customize the amount of time the letters will appear on the screen by clicking on the “Time per letter” option and selecting your preferred time (the default is 1 second per letter).

Step 4: Save and share the fun

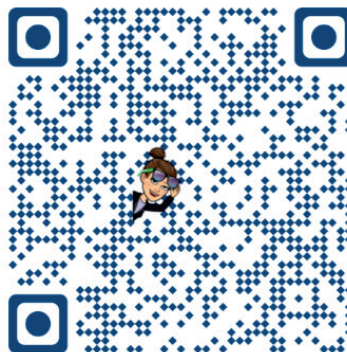
1. Save the fun: click the “Create Quiz” button to create your “Z-A Quiz”.
2. Sharing the link: When you create a quiz, you will receive a unique link to play with.
Generate QR code: you can also generate a QR code that students can scan to access the quiz without having to type in a link.

Step 5: Conduct a play in the lesson

1. Instructions to students: Explain to students that they will have to guess the words or phrases that will gradually appear on the screen in reverse alphabetical order.
2. Monitor progress: You can display the quiz on an interactive whiteboard or let students solve it on their devices (e.g., smartphones or tablets).
3. Discussion of results: After completing the quiz, discuss the answers with students, highlighting key concepts and their relevance to the lesson.

That's it! Now you know how to create and run a fun "Z-A Quiz" on Classtools.net.

QR code to play with



https://www.classtools.net/z-a/202408_-38EmVg



screenshot

Appendix 2

Short Tutorial for Teacher(s): How to ask a question in AnswerGarden

What is AnswerGarden?

AnswerGarden is a simple online tool that allows you to quickly and interactively collect answers from students. It can be used to ask open-ended questions, lead discussions or collect ideas.

Step 1: Enter the site

1. Open a web browser.
2. Visit the [AnswerGarden](https://www.answer-garden.com/) website.

Step 2: Create a new question

1. Click “+ Create AnswerGarden” on the home page.

You will be redirected to a page where you can create a new question.

Step 3: Enter the question

1. In the “Topic” box, type your question. This is the question the students will be answering. Example of the question: “What emotions might accompany migrant youth in a new environment?”
2. Response mode selection: You can select one of the response modes:
Brainstorm: male and female students can answer multiple times and will see others’ answers.
Classroom: male and female students can respond multiple times, but responses are moderated.
Moderator: replies are moderated before they are published.
Locked: Answers are locked (useful when you want to finish collecting answers).

Step 4: Adjust settings

1. Select “Answer Length” option. – select the length of the answer (20 or 40 characters).
2. Select “Spam Filter” – you can enable the spam filter to block inappropriate responses.
3. Privacy: select “Hidden” if you want your AnswerGarden to be invisible to the public and only those you share the link with will have access.
4. Tagging with hashtags (optional): You can add hashtags to your question to make it easier to find.

Step 5: Save and share the question

1. Click the “Create” button at the bottom of the page to create your AnswerGarden.
2. Link copy: After creating a question, you will receive a unique link. You can copy it and share it with young people, or display the QR code on the interactive whiteboard.

Step 6: Monitor responses

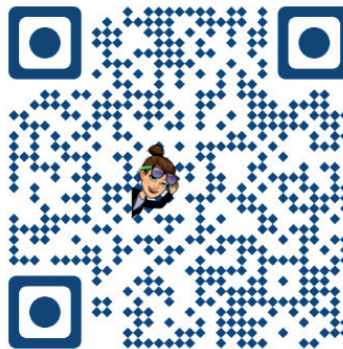
1. Answer Preview: Male and female students' answers will be displayed on AnswerGarden in the form of a word cloud. The more often a given answer appears, the larger its font will be.
2. Moderation (if selected): If you have selected a mode with moderation, check your answers before publishing them.

Step 7: Discuss the results

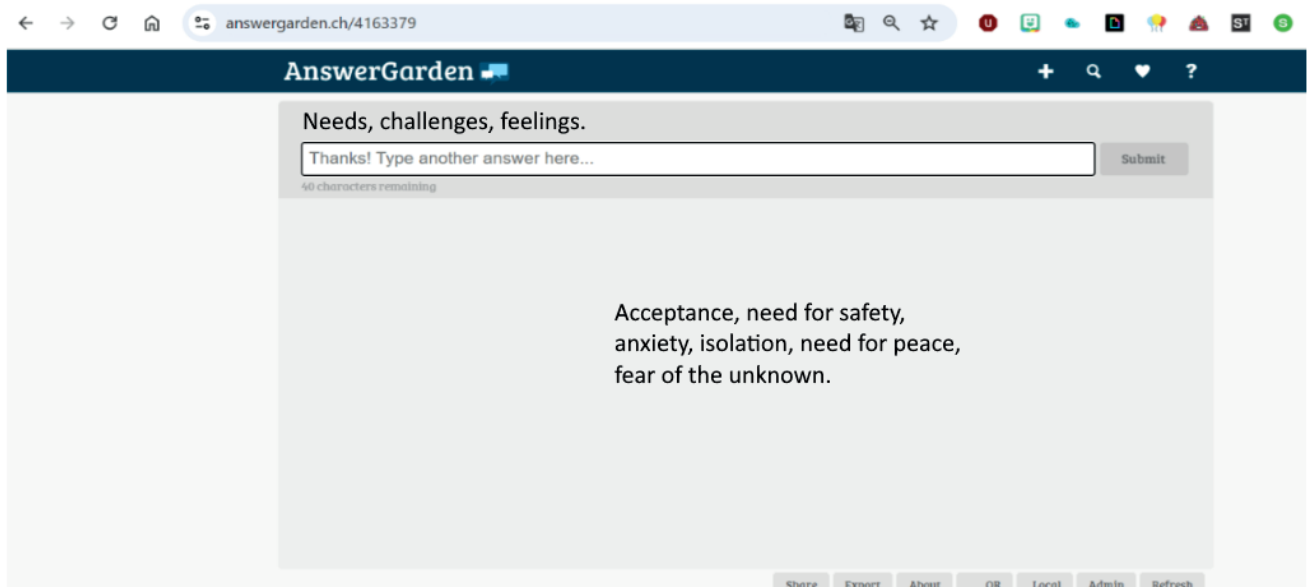
1. Discussion in class: After you have finished collecting responses, discuss them with male and female students. You can focus on the most common answers or analyze the diversity of opinions.

That's it! Now you know how to quickly create a question and collect answers from young people using AnswerGarden.

QR code to answer



<https://answergarden.ch/4163379>



screenshot

Appendix 3

A Short Tutorial for Male and Female Students: How to Use Padlet

What is Padlet?

Padlet is an interactive online whiteboard that allows you to create and share ideas, notes, images, links and other materials in one place. You can use it to collaborate with other students/students in real time.

Step 1: Access the Padlet

1. Open a web browser.
2. Enter the Padlet address that your teacher(s) gave you. You can also click on the link or scan the QR code.

Step 2: Using Padlet

1. Adding a new entry:

On the Padlet board, click the “+” symbol or double-click anywhere on the board.

A new entry window will appear. In it you can:

- Add a title: e.g., “An idea to support migrant youth.”
- Write a description or note: type the text you want to share.
- Add images, videos, links: click on the icons below the entry window to add different types of media.

2. Editing an entry:

If you want to change something in your entry, hover over the entry and click on the pencil icon to edit the content.

3. Viewing other people’s posts:

On the Padlet board you will see all the entries added by other participants/participants of the lesson. You can click on each entry to see its details.

If the entries are grouped in columns, you can scroll horizontally through the table to see more columns.

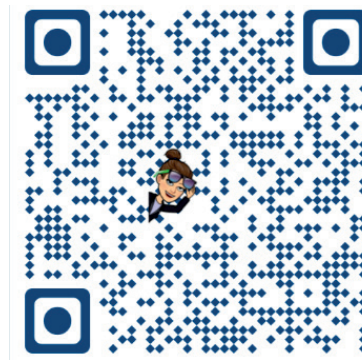
4. Commenting and giving stars:

Depending on your Blackboard settings, you can leave comments on other people’s posts. Click on the balloon below a post to add a comment.

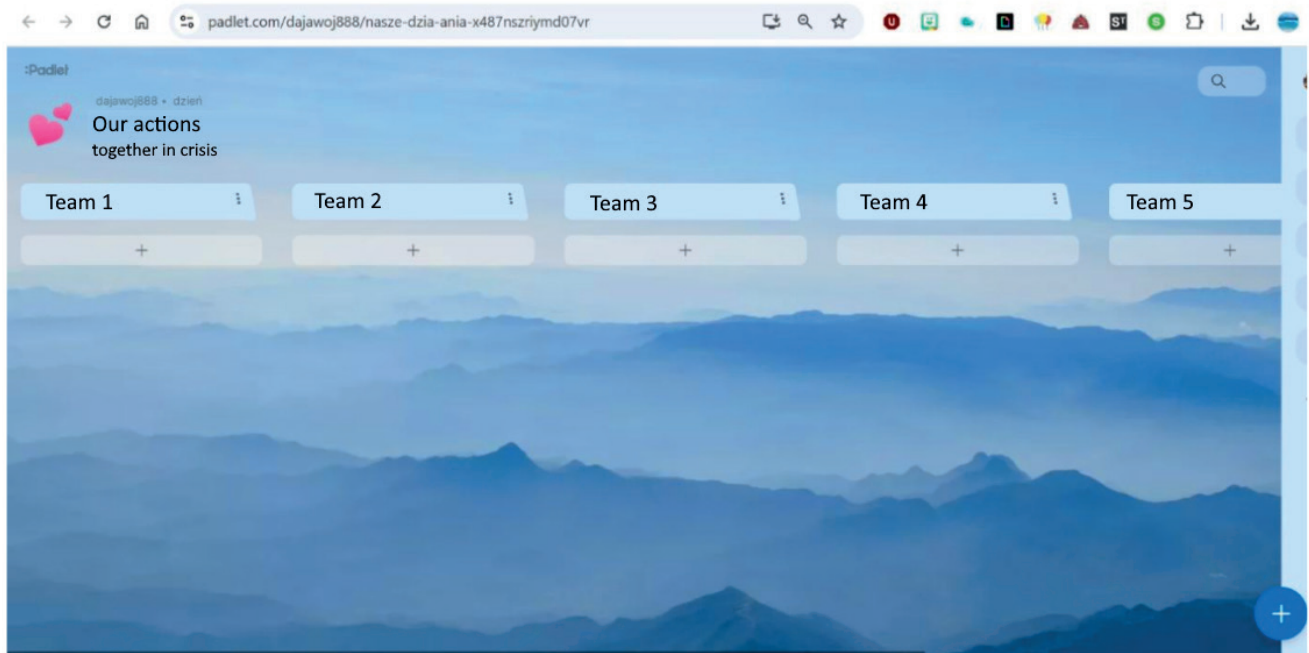
You can also award “stars” to entries you like by clicking on the appropriate icon.

That’s it! Now you are ready to use Padlet to collaborate with other students/students and share your ideas. If you have any questions, don’t hesitate to ask your teacher/student for help!

QR code for padlet



<https://padlet.com/dajawoj888/inicjatywy>



screenshot

SCENARIO 5

Magdalena Ankiewicz-Kopicka
Educational lesson

How to deal with stress in crisis situations?

*Stress is like handcuffs,
so much that it is carried in the heart.*

Helmut Qualtinger

1. Lesson target group: 14-18 years old

2. Lesson objectives

2.1. General purpose of the lesson

- To help male and female students understand the nature and causes of stress and learn about the stressors associated with migration. Students will learn to recognize their resilience to stress and improve their skills in dealing with difficult situations.

2.2. Specific objectives

- Male and female students will identify stressful situations related to the migration crisis.
- Male and female students learn techniques for coping with stress in the context of crisis situations.
- Male and female students will develop skills in teamwork and individual reflection on ways to cope with stress.

3. Working methods

- visual moderation;
- walking circle;
- discussion;
- unfinished sentences.

4. List of teaching aids to be used to conduct the lesson

- team generator: james baum team generator;
- wheel of fortune: wheel decide – <https://tiny.pl/7cr3t>.

5. Course of the lesson

5.1. Introductory part (10 minutes)

Describing stressful situations:

Male and female students are given sticky notes and asked to describe situations that can cause stress in the context of migration or other crises (e.g., separation from family, language problems, adaptation to a new environment).

The cards are glued on the board, and the teacher/student together with male and female students groups them according to thematic similarity.

5.2. Main part (20 minutes)

Division into teams:

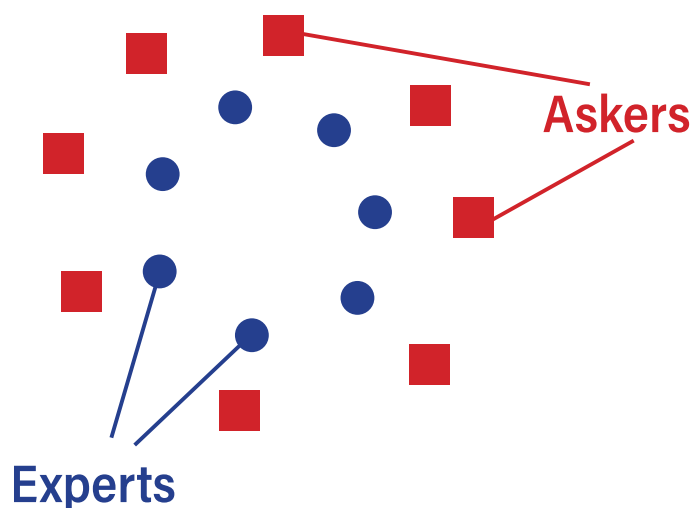
The facilitator(s) put the youth into two teams (experts and questioners) using candy of two different colors or using an online team generator.

Stepping Circle:

Each questioner is given a sheet of paper with one of the problems identified in the introduction.

The questioner sits down across from the expert, asks a question about how to deal with the stressful situation presented, and notes the solutions given.

The questioner then moves to the next expert, repeating the process. In this way, young people gather different perspectives and methods of dealing with stress.



illustration

5.3. Final part (15 minutes)

Presentation and discussion:

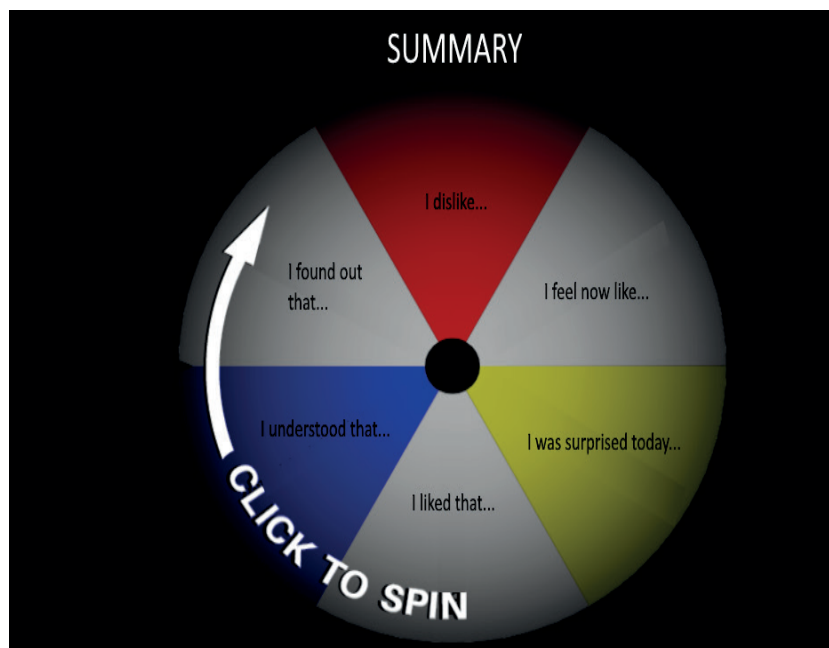
- The questioners present the collected solutions to the whole class. The teacher/s initiates a discussion on the effectiveness and feasibility of the proposed methods of coping with stress. The facilitator(s) can also introduce other stress management techniques, such as positive thinking, boosting self-esteem, effective communication or seeking support in a group.

Film screening:

- The teacher/teacher shows a video on other ways of coping with stress, especially in the context of the migration crisis, to expand the knowledge of young people (sample video: <https://www.youtube.com/watch?v=-tEpfkN8WLo>).

Evaluation:

- At the end of the activity, the instructor(s) use the “wheel of fortune” created on the Wheel Decide website.



<https://tiny.pl/7cr3t> -screenshot

Male and female students draw sentences to complete, such as:

- “I have learned that...”
- “I didn’t like...”
- “I feel now like...”
- “I was surprised today...”
- “I enjoyed...”
- “I understood/understood that...”

Young people complete the drawn sentences, which allows them to reflect on the lesson and evaluate the effectiveness of methods of coping with stress.

6. Bibliography and sources used to prepare the lesson plan

- Mindfulness for Teens [accessed 31/08/24];
- UNICEF – Educational Materials [accessed 31/08/24];
- Save the Children [accessed 31.08.24];

SCENARIO 6

Sabina Kmak
English language

Finding strength together – building a supportive community

1. Lesson target group: 15-18 years old / Level B1-B2

2. Lesson objectives

2.1. General purpose of the lesson

- Developing communication skills in English while fostering supportive attitudes toward migrant youth.

2.2. Specific objectives

- Expanding vocabulary on emotions and migration, such as.
- Expand listening skills in a foreign language, as well as interpreting the text and expressing reflections.
- The ability to talk about emotions and difficult experiences.
- Forming cooperation skills through group work and creating a support plan for new students.
- Shaping values such as self-confidence, a sense of agency and unity in the group.

3. Working methods

- Brainstorming: each student at the beginning of the lesson can give their insights on the topic.
- Analyzing and interpreting the video: discussing a video excerpt about Pola, who talks about her migration to another country, noting the importance of the topic, as well as the emotions that can accompany a person who is in a foreign country.
- Working in groups: creating a support plan for a new person.
- Moderated discussion: class and group discussions.

4. List of teaching aids to be used to conduct the lesson

- Interactive whiteboard
- Multimedia presentation
- Worksheet – Let's create a support plan.
- Vocabulary and discussion questions included in the presentation.

5. Course of the lesson

5.1. Introductory part (10 minutes)

Welcome and lesson objective:

The teacher introduces the topic of the lesson, which focuses on expanding vocabulary related to emotions, while explaining the importance of the topic, which is the support of migrant youth who have recently experienced a great deal of difficult experiences. The teacher emphasizes the importance of the group and how they can help such people acclimate to a new place faster and feel comfortable in the classroom.

Warm up questions:

After introducing the purpose of the lesson, the teacher displays two warm-up questions using the brainstorming work method. Students respond and share their associations about the meaning of the word community, which is meant to provide an explanation of the lesson's theme, as well as a foundation for later exercises and discussions. The same is true of question two, in which the students recall vocabulary words related to emotions and also say them out loud. The second question is aimed at recalling emotions, as well as arousing empathy in students by evoking feelings close to the person who is in a new place.

5.2. Main part (25 minutes)

Introducing new vocabulary.

After listening to previous answers to questions and vocabulary suggestions, the teacher presents some more advanced words for emotions. There are positive examples in one row and negative examples in another. Students transcribe the vocabulary words into a notebook and together with the teacher write down the translation of the newly learned phrases.

Analysis of video footage and discussion based on questions.

After learning the new emotion vocabulary, students watch a video titled: From Ukraine to the UK: Polina's Story. The video is designed not only to practice listening skills in a foreign language, but also to prompt interpretation for further discussion of emotions. The video also aims to understand the plight of migrants who

They change their place of residence from day to day and face many difficulties. After watching, the teacher asks questions in English. Students discuss by exchanging their observations in the classroom.

Working in groups. Creating a support plan.

Students divide into groups of 3-4 people. Each group receives a worksheet from the teacher and creates a support plan. The plan includes specific action items for which the students must gather their poms:

Language support – that is, how we can help linguistically, e.g. translator, tandem language partners, useful phrases in Polish language.

Emotional support – what we can do to support someone emotionally, e.g. talk about emotions, experiences, school psychologist.



Social integration activities – that is, what activities we can do to get to know each other more, such as watching a movie together, conversation during the break.

Study support – ways and ideas on how I can support this person in learning, e.g. help in Polish language learning.

Tell about a school – that is, places in the school that you should know about if you are new to the school, e.g. school canteen, library.

Tell about our town – that is, places to know in our locality that we can go to together, e.g. Art Gallery, park, Museum.

After working for 10 minutes, the groups share their ideas.

5.3. Final part (10 minutes)

Lesson Summary.

The teacher displays three summary sentences from the lesson to remember, highlighting the fact of the importance of group cooperation and how much they can do to help someone feel more comfortable in the classroom. Students then share their conclusions and observations.

Homework:

Write a short story about a situation in which you experienced a strong emotion (e.g. joy, sadness, fear, pride). Use at least five advanced words describing the emotions that emerged in the lesson. 100-150 words

In their notebooks, students write a homework assignment, which is to write a story about the emotions they are experiencing. The task is not only creative, but also helps consolidate new vocabulary from the lesson.

Ending the lesson.

The lesson ends with two quotes that summarize the lesson. They emphasize the value of acting together and the mutual support that comes from the group and the friendly environment they create, as students. The second quote, on the other hand, reminds us of respect for others and positive values:

„Alone we can do so little; together we can do so much.” – Helen Keller

„Respect is one of the greatest expressions of love.” – Miguel Angel Ruiz

6. Bibliography and sources used to prepare the lesson plan

Sources:

- Gierat-Król, W., Nosidlak, K. (2022), Action integration, or how to integrate a student from Ukraine into the classroom team. Foreign Languages at School. no. 4, [accessed 11.02.2025].
- Goetz, M. (2018), How to help students adapt at school, “Pedagogical Voice,” No. 91,
- <bit.ly/3trdSaC>, [accessed 10.02.2025].

- Loskot, M. (2021), The harmonized classroom. Participation of the educator in building relationships between students, "Pedagogical Voice", No. 122, <bit.ly/3Tx8Bc8>, [accessed 10.02.2025].
- Meslin, A. (2021), One for all, all for one, or class team integration,
- "Life of the School," No. 39,, [accessed 10.02.2025].
- Tracz-Molasy, A. (2022), Integration of children arriving from Ukraine. A collection of good practices to facilitate integration at school, "School Principal's Monitor," No. 120, <bit.ly/3TBHpcm>, [accessed 10.02.2025].

Other:

- Canva program – used to prepare the worksheet and presentation.
- Video: From Ukraine to the UK: Polina's Story | Newsround. YouTube, BBC Newsround, [accessed 15.02.2025].

7. List of additional files that are an integral part of the scenario

- Presentation
- Worksheet: Let's create a support plan.

The materials are available on Google Drive at the following link: [https://](https://drive.google.com/drive/folders/18vc3An1jvmyVOICIYIfQXclWZTzpDaEf?usp=drive_link)

drive.google.com/drive/folders/18vc3An1jvmyVOICIYIfQXclWZTzpDaEf?usp=drive_link

SCENARIO 7

Rafal Chrzan
Security education

Let's be together in the new reality – how to support peers in the migration crisis?

1. Lesson target group: 14-15 years old

2. Lesson objectives

2.1. General purpose of the lesson

- To make students aware of the situation of migrant youth as a result of the war effort.

2.2. Specific objectives

- To identify ways to support the psychological well-being of migrants, To promote attitudes of empathy, openness and active citizenship. To develop communication and integration skills.

3. Working methods

- Brainstorming
- Discussion
- Drama (role-playing)
- Working in groups
- Worksheet

4. List of teaching aids to be used to conduct the lesson

- Colored sheets and sheets of paper for „Emotion Map”
- Markers, crayons, markers, colored markers
- Chest of Initiatives- a box for students' ideas

5. Course of the lesson

5.1. Introductory part (5 minutes)

The teacher begins the lesson with a question: „Imagine that you suddenly have to leave your home, school and friends, not knowing if and when you will return. How would you feel in such a situation?”



Students respond, for example, fear, uncertainty, longing, natural emotions in a situation of migration forced by war. Many people go through such experiences and need support in a new country.

The teacher concludes.

The teacher introduces the topic of the lesson and its purpose: together we will consider how to help peers who find themselves in a new environment due to the migration crisis.

5.2. Main part (25 minutes)

Integration exercise “Map of emotions” (10 minutes)

Each student is given a colored sheet of paper and writes on it one word describing an emotion that a person who is forced to leave his country may feel. Students then glue their cards on a large sheet of paper (“emotion map”).

The teacher leads a brief reflection:

- What emotions were repeated most often?
- What support can help overcome them?

Workshop “I am your guide” (15 minutes)

Group work: Students divide into four or more teams depending on the number of children in the class. Each team is given a different task:

- First day at a new school – Write what activities can help new students feel welcome?
- Language barrier – State how communication can be facilitated for a person who does not yet know the language?
- Homesickness – What ways can migrants be supported emotionally?
- Integration with peers – What activities can be organized so as to facilitate relationships?

Students in groups work out their solutions and present them to the class in the form of a short scene and a prepared poster.

5.3. Final part (10 minutes)

The teacher asks the students questions:

- What can we do as a class to make migrants feel part of our community?
- What activities can we propose in our school?
- Each student writes down on a card one thing he or she can personally do to help new classmates (e.g., inviting them to play together, helping them learn a language, giving them a tour of the school). The cards are collected in the “Box of Initiatives.” – ideas can be implemented later.



Completion

The teacher emphasizes that every action, even the smallest, matters and that building a community based on empathy and acceptance together is a step towards a better world. He thanks the students for working together.

6. Bibliography and sources used to prepare the lesson plan

- UNICEF. (2023). „Supporting refugee and migrant children – a guide for teachers.” Available online: www.unicef.org
- WHO. (2022). „Mental health of children and adolescents in crisis”.
- Ministry of Education and Science. (2022). „Guidebook for schools: integration of students with migrant experience”.
- Oxfam International. (2023). „Measures for social integration of migrants”.
- Giving Children Strength Foundation. (2023). „How to Talk to Children about War and Migration.” Available online: www.fdds.pl

SCENARIO 8

Katarzyna Jaworska

Educational lesson, social knowledge, history

Building bridges of empathy and solutions in times of change

1. Lesson target group: 16-17 years old

2. Lesson objectives

2.1. General purpose of the lesson

- To develop empathy and understanding among young people toward those affected by migration. To build awareness of the challenges faced by migrants and promote attitudes of acceptance and inclusion.

2.2. Specific objectives

Student:

- develops empathy toward migrants,
- develops an attitude of tolerance and acceptance through creative activities, is aware of the challenges faced by migrants,
- learns about different methods of helping migrants,
- strengthens communication skills through dialogue and cooperation in groups,
- solves problems by identifying challenges faced by migrants, seeks practical solutions that support integration with migrants,
- increases public awareness of global migration issues, realizes its role in building an inclusive society.

3. Working methods

- working with the text,
- active (Celestin Freinet's fiches, brainstorming),
- valorization (expressive); assimilation (chat presenting new knowledge, explanation, discussion),
- practical
- modified snowball method

4. List of teaching aids to be used to conduct the lesson

- Appendix 1- „Bridge 1 – We are building a bridge of awareness”
- Appendix 2 – „Bridge 2 – Building bridges of empathy and solutions”

5. Course of the lesson

5.1. Introductory part (5 minutes)

Before class:

- The teacher prints Appendix 1 – “Bridge 1 – We build a bridge of awareness” in one copy.
- The teacher prints Appendix 2 – “Bridge 2 – We build bridges of empathy and solutions” in one copy and lays out green, yellow, red and blue cards on the table, but only with the numbers 3 and 5. He puts the other cards on the desk, as he will distribute them to individual teams.

Bridge 1 – We are building a bridge of awareness (the purpose of this task is to raise awareness about the reasons for migration).

- Students are divided into 7 groups.
- Each group of students receives one card with the reason for migration – Attachment No. 1
- Students in the rectangle above the text draw a pictogram corresponding to the content.
- After completing the task, the team leader presents his work to the other students and gives the completed card back to the teacher.

5.2. Main part (35 minutes)

Bridge 2 – We build bridges of empathy and solutions (the purpose of this task is to step into the role of migrants, awaken empathy and try to find solutions to problems).

Students are divided into 4 groups.

The teacher distributes Appendix 2 to each group according to the pattern:

I group (lack of acceptance and understanding) – green cards with numbers 2,4

II group (language barrier) – yellow cards with numbers 2,4

III group (adaptation in a new environment) – red cards with numbers 2,4

IV group (financial problems) – blue cards with numbers 2,4

Students in each group carry out the tasks from the cards numbered 2 and 4, presenting at least two proposals for solutions. Groups then exchange colored cards with another team, adding a minimum of two new proposals to the existing ones. It is crucial that each team completes all the instructions from all the colored cards.

After completing the tasks on each colored card, the leader of each of the four teams goes to the table and takes the corresponding colored card with the number 3 and 5.



The teacher takes all the colored cards with the number 1 and reads the title of each card in turn. After each title read, the team leader, who has the corresponding color of cards, reads aloud the text from page No. 3 and No. 5 to verify or complete the proposed answers to commands No. 2 and No. 3. After presenting the answers, the team leader arranges the cards from No. 1 to No. 5. We proceed in this way with each color of cards.

At the end, the teacher stacks 7 cards on the reasons for migration and attaches all the colored cards to them. This will create a mini-booklet documenting the course of the lesson.

5.3. Final part (5 minutes)

Students join in threes and try to form a bridge from their bodies. After the bridges are formed, the teacher reads the following text, then thanks the students for participating in the class.

A bridge is not only an architectural structure, but also a symbol of connecting two worlds, places or cultures. When crossing it, we should know why people sometimes cross it and what intentions drive them, so as not to judge people who decide to take such a step. Sometimes, in order to cross the bridge, not only courage is needed, but also great determination, which is always associated with a lot of emotions, that accompany this. After crossing a bridge, especially if it leads to the unknown, a new experience awaits us, which may enrich us and open us to new possibilities, or it may bring challenges that will require us to adapt and be flexible. Each step we take on the bridge is like another chapter in the book of our lives, full of unknowns, but also hopes and expectations, so before we judge any migrant, let's try to empathize with their situation and help them as we would want someone to help us in a difficult moment ourselves. Empathy and understanding are key, as bridges, both literal and metaphorical, connect us as people and remind us that we are all part of a larger community. Every journey across a bridge is a lesson, like today's, which teaches us acceptance and openness to otherness, and reminds us that sometimes the most important bridges are the ones we build in our hearts.

6. Bibliography and sources used to prepare the lesson plan

- <https://www.canva.com/>
- <https://www.europarl.europa.eu/topics/pl/article/20170629STO78630/azyl-i-migracja-w-ue-fakty-i-numbers#migrants-refugees-asylum-seekers--kim-s-5>
- <https://www.unhcr.org/pl/365-plwiadomosci2016uchodzca-czy-migrant-tlumaczmy-roznice-i-wyjasniamy-ich-sens.html>
- Maciej Czarnecki, Letters from refugees to Europe – Parts 1, 2, 4, 6, 7

APPENDICES TO THE SCENARIO 8

Attachment No. 1

Bridge 1 – Building the Bridge of Awareness

Print one copy of the attachment. Divide the students into 7 teams and give each team one card.

.....

Your name and surname:

Nationality:

Age:

The reason for migration is political persecution — situations where people are forced to leave their countries due to oppression by the government or other groups. These can include acts of violence, restrictions on freedom of speech, unlawful arrests, or threats against individuals with specific political views.

.....

Your name and surname:

Nationality:

Age:

The reason for migration may be discrimination based on race, nationality, or ethnic origin, aiming to violate a person's dignity and create an intimidating, hostile, degrading, humiliating, or offensive environment.

.....

Your name and surname:

Nationality:

Age:

The reason for migration may be armed conflict, which forces people to flee their homes in search of safety and better living conditions. Such situations often lead to mass displacement, greatly affecting host countries that receive refugees.



.....

Your name and surname:

Nationality:

Age:

Economic migration involves leaving one's homeland in search of better living conditions and higher earnings. People make such a decision for various reasons, often compelled by the lack of job prospects in their country.

.....

Your name and surname:

Nationality:

Age:

The reason for migration is religious persecution — situations where individuals or groups are discriminated against, persecuted, or attacked because of their faith or religious beliefs.

.....

Your name and surname:

Nationality:

Age:

Reasons for migration may include climate change, which affects the availability of natural resources such as water or food. Rising temperatures, droughts, and extreme weather events often lead to environmental degradation, forcing people to leave their homes in search of better living conditions.

.....

Your name and surname:

Nationality:

Age:

The reason for migration may be natural disasters, such as floods, droughts, or earthquakes, which destroy infrastructure and force people to seek new places to live.

.....

Bridge 2 – Building Bridges of Empathy and Solutions

Print one copy of the attachment. Divide the students into 4 teams and give each team one card numbered 2 or 4. Spread cards numbered 1, 3, and 5 on the table.

.....

Lack of acceptance and understanding

Your name and surname:

Nationality:

Age:

A challenge for refugees is the often-encountered lack of acceptance and understanding from the local community, which can lead to discrimination and social exclusion.

Task: Imagine you arrive in a country where the local community does not accept or understand you. Make a list of emotions you might feel.

List of emotions refugees experience due to lack of acceptance:

1. Sadness – due to rejection and lack of acceptance
2. Loneliness – resulting from isolation and lack of support
3. Anger – at injustice and misunderstanding
4. Uncertainty – about the future and chances of adaptation
5. Frustration – from being unable to communicate with the surroundings
6. Hope – that the situation will improve and they will find a community that accepts them
7. Fear – of the unknown and the possibility of rejection by the new environment
8. Shame – associated with feeling like an outsider who doesn't fit in
9. Longing – for home, family, and the life they had to leave
10. Gratitude – for any form of support and understanding from others



Task: Imagine a refugee joins your class. What can you do when you witness their discrimination and social exclusion?

Actions I can take when witnessing discrimination and social exclusion of a refugee classmate:

1. Talk to the person experiencing discrimination and show them support and understanding
2. Report the situation to a teacher or another adult at school who can take appropriate steps to resolve the problem
3. Organize joint integration activities to get to know each other better and build friendships
4. Encourage others to participate in empathy and communication workshops to create an open and friendly environment
5. Talk with other students about tolerance and acceptance, emphasizing the importance of everyone feeling part of the school community
6. Create a project or campaign at school that promotes cultural diversity and shows the value each student brings, regardless of their background



Language barrier

Your name and surname:

Nationality:

Age:

A challenge for refugees is the language barrier, which makes communication and integration in a new society difficult. Without knowledge of the local language, refugees struggle to find work, education for their children, and to function in daily life.

Task: Imagine you arrive in a country where no one speaks your native language or the language you learned at school. What items could help you in this situation?

Make a list of things that would facilitate communication and adaptation in the new environment.

List of things that facilitate communication and adaptation:

1. Smartphone with offline translation apps
2. Portable charger
3. Picture dictionary
4. Language learning textbook
5. Notebook and pen
6. Family photos – to share your story even without words

Task: Imagine a refugee joins your class. How would you help them overcome the language barrier?

Ways I can help my classmate overcome the language barrier:

1. Invite them to my home where they won't feel pressured by large groups
2. Change the language on my laptop or phone to theirs to familiarize myself with useful phrases
3. Listen to music, audiobooks, and radio in Polish together; watch movies or series without dubbing
4. Invite them for a walk or to play sports, which are good ways to forget about difficult situations
5. Organize regular small-group meetings to learn Polish together in a friendly atmosphere
6. Exchange books and educational materials to better understand each other's cultures and traditions



Adaptation to a new environment

Your name and surname:

Nationality:

Age:

A challenge for refugees is adapting to a new environment, which requires maintaining their cultural identity while building new social relationships.

Task: Imagine that, due to a difficult situation in your country, you have to leave your home. Make a list of traits and skills that could help you adapt to a new environment.

List of traits and skills that help with adaptation:

1. Ability to quickly adapt to changing conditions
2. Knowledge of foreign languages
3. Ability to establish relationships
4. Creativity in solving problems and handling unexpected situations
5. Mental resilience and ability to cope with stress
6. First aid knowledge and basic survival skills
7. Openness to learning and willingness to gain new experiences
8. Teamwork skills
9. Time management skills
10. Empathy to understand others' needs and build deep relationships

Task: Imagine a refugee joins your class. How can you help them feel comfortable in their new place?

To make a refugee joining my class feel comfortable, I would:

1. Welcome them warmly and introduce them to other students
2. Encourage them to participate in various class activities and events
3. Help them understand daily customs and school rules, explaining any uncertainties
4. Ensure they have access to necessary educational materials
5. Find common interests to spend time together outside of class and build friendships
6. Be patient, open, and ready to help whenever they need it



Financial difficulties

Your name and surname:

Nationality:

Age:

A challenge for refugees is financial problems. Many arrive in a new country without resources, forcing them to seek social assistance or rely on charitable organizations.

Task: Imagine that fleeing a country where armed conflict broke out, you took your savings, which are dwindling day by day. Make a list of what you can do in such a situation.

In case of financial difficulties:

1. Seek temporary shelter from humanitarian organizations that offer help to refugees
2. Find a temporary job or gig to earn additional income
3. Contact local communities or associations that can offer support in finding work or housing
4. Exchange skills and services with others in a similar situation to save money
5. Look for opportunities for training or vocational courses to improve job prospects
6. Reduce unnecessary expenses by analyzing daily spending habits

Task: Imagine a refugee joins your class and needs financial help. What could you do in this situation?

For a student who joins the school and needs financial support, I can:

1. Talk to teachers and school administration about possible financial assistance programs available for refugees
2. Organize a fundraiser at school involving students and parents to collect funds for the new classmate's urgent needs
3. Look for local charities or organizations that help refugees and could offer financial or material support
4. Organize a school fair to sell homemade goods, crafts, or other items, and donate the proceeds to help the refugee
5. Help fill out applications for scholarships or other forms of educational support available for students in financial need
6. Provide emotional and social support, helping the new student adapt to the new environment

SCENARIO 9

Edyta Czerwienka
Educational lesson

"On the Move. Integration of migrant children from a crisis country and children from a host country using the Photon robot

1. Lesson target group: 13 years old

2. Lesson objectives

2.1. General purpose of the lesson

- To familiarize students with the issue of migration and refugees in the modern world and to foster the integration of diverse class teams through fun and joint activities, to develop empathy and teamwork skills, to promote civic attitudes in the context of assistance and respect towards migrants.

2.2. Specific objectives

- The student is able to list the main causes of migration and refugeeism and indicates what their consequences may be for individuals and societies.
- The student demonstrates understanding and empathy towards those experiencing difficulties related to refugees and migration, and identifies ways to prevent division, prejudice and stereotyping.
- The student actively participates in the integration game, cooperates with others in finding solutions, analyzes the situation presented and predicts the results of the actions taken.
- The student improves the ability to program the Photon robot.

3. Working methods

- guided conversation,
- didactic game with the use of a robot – group work,
- exposure method.

4. List of teaching aids to be used to conduct the lesson

- Photon robots (for each group)
- worksheets with questions and tasks related to migration
- interactive whiteboard or overhead projector
- computers/tablets (for students to program the robot)

- cards, markers
- a box with „stones” that symbolize obstacles and opportunities that arise during the journey (e.g., travel difficulties, problem situations, available types of activities, etc.).

5. Course of the lesson

5.1. Introductory part (10 minutes)

Welcoming and introducing the topic of the class:

The teacher welcomes the class team, introduces the topic and presents a short material (3 min) on migration (CEO -materials) to show migration as a frequent phenomenon affecting different times, cultures and countries, available at the link below:

https://www.google.com/search?q=Migracje+film+edukacyjny&sca_esv=6c93800a30487113&sxsrf=AHTn8zpO5pUzz5ukjnKmJOB7GxDND5iznQ:1739716661770&ei=N-fixZ9PdLreqwPAPsYiyqAE&start=10&sa=N&ssstk=Af40H4XDgYEFQS-5cZmCJN5S-m2LCFmSyOP4zwoOcTLdQnKrnhsdf0hp9gvV1VMulV4WvznxGgIBxLdZK0_Qy-AQ-HMC_8MPRQbb0Sg&ved=2ahUKEwiTzInNtciLAXU3FRAIHTGEDBUQ8NMDegQIBxAW&biw=1440&bih=684&dpr=2#fpstate=ive&vld=cid:38ece168,vid:hwYSXjn8mGk,st:0

Guided conversation:

On the basis of the material watched and their own knowledge, students write down on small pieces of paper answers to the question: what do you think: what kind of feelings can accompany people who are in a foreign country?

The answer sheets are pinned to the board. Students name the emotions and identify their general nature (positive or negative), so they can better understand the psychosocial context in which migrants find themselves.

5.2. Main part (25 minutes)

Presentation of the Photon robot, demonstration of its capabilities (about 5 minutes)

The teacher briefly explains the operation of the robot and shows how to program its functions, i.e. the route of movement and sounds. Students will be introduced to the programming mat on which the robot moves and the application to operate it. The teacher divides the students into groups, trying to ensure that the composition of the group (as far as possible and acceptable to the participants) is made up of students of the host and incoming countries. The teacher points out that during group work it is not important for teams to compete, but for group members to work together.

“On the road” – an integration game (20 minutes)

Game description: The teacher explains the rules of the game, the goal of which is to get the robot from the starting point to the marked destination field. The mat is marked with points – “stones”, which the robot must visit along the way. Each “stone” is a task to be performed. Example commands might sound as follows:

- Come up with and write down on a piece of paper 2 ways to make friends with a person from another country.
- Suggest 3 games that can be played by people who do not speak a common language.
- You are in a foreign country and need to get to the city center. What difficulties might you encounter? Write down 2 examples.
- Point out 3 people/offices that can help people arriving from another country.

Note for implementation: The number of tasks can be increased depending on the language or time possibilities during the class. If there are non-Polish speakers in the group, then the instructions should be in both languages or simplified, e.g. „Draw 2 ways children spend their free time in your country.”

Each group receives a robot and proceeds to perform tasks. The game ends when the robot reaches the „friendly country.”

The teacher’s role here is to provide technical support to the students, provide language support, avoid excessive interference with the group’s workflow, and ensure a positive classroom atmosphere.

5.3. Final part (10minutes)

Reflection:

Each group shares their impressions of the game, what was difficult and what they managed to do without problems. The group representative briefly presents the developed solutions to the proposed tasks.

The teacher asks a question:

- What can be done to make newcomers to our country feel comfortable here? What can be done in our school to make us feel good here together?

Lesson summary:

The teacher sums up the class, emphasizing what civic attitudes help newcomers overcome the difficulties that arise.

It is important to appreciate the cooperation and commitment of students during group work, and to point out moments in this work that were particularly important for joint problem solving in a diverse team.

Concluding remarks:

The class is scheduled for implementation during the educational hour due to its interdisciplinary nature and its emphasis on shaping young people’s attitudes toward people coming from another country. In relation to the core curriculum, it implements, among other things, the following issues: I.1, I. 5, I.7, I.9, I.10, III.6, III.8 and III.9, VIII.7 and



X.5 from the core curriculum for general education in geography in elementary school, relating directly to the issue of migration and accompanying phenomena.

For more information and materials on migration and refugees for use in classes, visit:
<https://zpe.gov.pl/a/spoleczno-ekonomiczne-i-kulturowe-konsekwencje-migracji-na-obszarze-europy/DRdyeymUh>

6. Bibliography and sources used to prepare the lesson plan

- Gwiazdowska-Stańczak, S. (2022). How to engage students in learning and build a good school climate: a guide for teachers, Diffin Publishing House, Warsaw.
- Kawczynska-Butrym, Z. (2021). Children in migration – what do we know about them? *Acta Universitatis Lodzensis. Folia Sociologica*, (76), 23-38. <https://doi.org/10.18778/0208-600X.76.02><https://globalna.ceo.org.pl/tematy/migracje/jak-uczyc-o-migracjach-w-klasie/> (accessed 13.02.2025).
- General education curriculum basis for elementary schools.



SCENARIO 10

Anita Janas
Art therapy classes

The road to self

1. Lesson target group: 11-15 years old

2. General purpose of the lesson and specific objectives

- Learning about own resources and naming emotions, developing interpersonal and intra-personal intelligence, developing empathy, sensitivity and imagination

3. Working methods

- ludic methods,
- intersemiotic translation,
- work with text

4. List of teaching aids to be used to conduct the lesson

- relaxation music,
- poems,
- texts about the road,
- play scripts (available online),
- Dixit cards,
- quotes about the road,
- story cubes (cubes)

5. Course of the lesson

5.1. Plastic

Scenario 1

Materials: newspaper, scissors, glue, cardboard, crayons

Duration: 90 minutes

1. Conversation n/t our passions. (5 minutes)
2. Ask participants to cut out some symbols of these passions from newspapers and to paint a suitcase on cardboard. The suitcase is to be taped with these symbols, e.g. dog, skateboard, book, etc. Then we look at our luggage and talk about it. (25 minutes)
3. We also put in the suitcase inscriptions that we cut out from newspapers, e.g. cooking, sports, development – these the inscriptions must characterize us. Then we stick it on our suitcases and we can paint on it important things for us, symbols, write something, which has meaning for us. And later we watch and admire the luggage again. (30 minutes)
4. We ask participants to draw a man in the rain. It is very important not to specify whether it should be a woman, a man, etc. Then we look at the pictures and talk about whether our characters have umbrellas, wellingtons, raincoat, that is, whether they are equipped with the things needed in this situation. What comes out is how we deal with stress and whether we are well prepared for life's journey. (30 minutes)

Scenario 2

Materials: relaxing music, paints, brushes, cardboard boxes

Duration: 90 minutes

1. We already have luggage and necessary items for our journey, so ask the participants to Imagine your road. Is it sandy or rocky? Straight or with curves? Does it lead through a forest, mountains, along the seashore, maybe through a city? Ask participants to close their eyes and, listening to music, imagine their road. (15 minutes)
2. Ask participants to draw their path and tell the others about it. (30minutes)
3. Ask them to draw some symbols on this sheet, e.g. stone, water, tree, wall, and on the attached sheet a door that is at the end of this road. What does the house behind this door look like? Are there people in it? Try to draw it. (30 minutes)
4. We talk about our roads and homes. (15 minutes)

Scenario 3

Materials: sheets of paper, cardboard, relaxing music, crayons, stones

Duration: 90 minutes

1. We return to our belongings that we take with us on our journey. Can we equip ourselves better, be better prepared? Discussion. (5 minutes)
2. Painting your mandala with relaxing music. Talking about what helps us walk our path. (30 minutes)
3. Painting emotions on our stones – My talisman for the road – a conversation about emotions. (30 minutes)
4. Relaxation with music (calming down, reading a relaxation story). (30 minutes)

5.2. Poetry

Scenario 4

Materials: poems, cardboard, paints, crayons, scissors, newspapers, sand (different colors), glue, stone

Duration: 90 minutes

1. Ask students to read a selected poem about the road, travel and share their thoughts, impressions. Then ask them to perform its interpretation in the form of Intersemiotic translation – drawing on stone, drawing with sand. A work will be created as an illustration of a work related to the road. Discuss the images and your own feelings. (1 hour)
2. Participants cut out words and phrases from newspapers that refer to themselves, to their path, and paste them on cardboard. In this way they become poets. Then they read their works and talk about their impressions. (30 minutes)

Scenario 5

Materials: poem, boxes, plastic pulp, colored paper, tissue paper, sand, cards

Duration: 90 minutes

1. Ask participants to read a selected poem about a road, a journey, and then share their thoughts.
Then ask the participants to make a poem in a box, that is, create a design for this piece. They can use art paste, various objects, sand, tissue paper, colored paper.
The work will be created as an illustration of a work related to the road. Discuss the work and your own interpretations, impressions. (1 hour)
2. Participants choose and write on a piece of paper three words – color, place, feeling, and then try to create a free verse from these words – keys. They read their pieces, talk about them, share their reflections. (30 minutes)

Scenario 6

Materials: poem, cardboard, paints, glue, box

Duration: 90 minutes

1. Ask participants to read a poem about a journey, a road, and talk n/t the piece.
Then the participants' task is to paint with paints the emotions associated with the piece. After viewing and discussing the feelings, we glue the cards on the box so that a reading cube is formed. (1 hour)
2. We throw the dice and put together a story about the road, the journey and the emotions that are shown on the Illustrations of a work by W. Szymborska. (30 minutes)

5.3. Theater

Scenario 7

Materials: a script for a play about loneliness (available online),

Duration: 90 minutes

1. We read the script or just parts of it. We talk about our impressions. (30 minutes)
2. We focus on the end of the show and the feelings that are shown there – hope, love, friendship, etc. Ask participants to try to choose one feeling and show it with gestures, body movement, a small drama scene. You can do this exercise in the form of shadow theater. (30 minutes)
3. Ask the participants to get into pairs and present scenes whose title will be about feelings, e.g. hope, longing, disappointment, etc. (30 minutes)

Scenario 8

Materials: performance scripts (available online), wooden spoon, socks, needle and thread, fabric scraps, yarn, buttons, glue, markers

Duration: 90 minutes

1. Reading the script of the play and drama games in role-playing (30 minutes).
2. Ask the participants to create their fairy – a theater puppet – to become one themselves. And then they thought of and acted out a scene in which they make their wishes to someone at the beginning of their journey. (30 minutes)
3. What is happiness? Reading a script excerpt and improvisation in groups n/t happiness. (30 minutes)

Scenario 9

Materials: cards, pens

Duration: 90 minutes

1. Talk n/t the road and signposts, the purpose of the road and the stops. Ask the participants, That they prepare scenes n/ t their own way They can play without words, e.g. just emotions, they can play a monodrama, they can just walk in the forest... After watching the scenes, talk about your emotions and impressions. (1 hour)
2. Ask the participants to combine their ways – all of them, that is, one person shows emotions without words, another person talks all the time, the third person walks in the forest. Talk about your ways and cooperation. (30 minutes)

5.4. Music

Scenario 10

Materials: relaxing music, relaxing story, cardboard and crayons or paints

Duration: 90 minutes

1. Ask participants to listen to a relaxation story and lie down, or at least close their eyes and listen to the music. (30 minutes)
2. Ask participants to paint their emotions as they listen story and music. (30 minutes)
3. Composing your own musical message n/t the road by tapping out a rhythm or arranging a simple song about the road. (30 minutes)

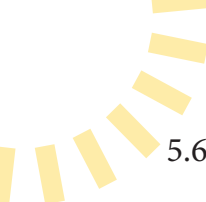
5.5. Dance

Scenario 11

Materials: music

Duration: 90 minutes

1. Simple fun in : This is the song I will sing to you today : O Helena, I will give a kiss to you, to you. Participants perform it together with the leader, choosing the way of performance and movement : disco, opera, rock, metal, etc. (30 minutes)
2. Dance dialogue – ask participants to get into pairs and make some gestures, dance movements in the form of conversation – one person makes a movement, the other responds to this movement with his own. (30 minutes)
3. Ask participants to dance a dance scene entitled My Way. – In a group, everyone dances in Its rhythm and expression. (30 minutes)



5.6. Literature

Scenario 12

Materials: The Story of the Long Spoons (available online), sheets of paper, crayons, pens

Duration: 90 minutes

1. Ask participants to get into threes. Then the threesomes sit with their backs to each other and make up one sentence each of a tale about the road. (30 minutes)
2. Fairy tale therapy. – Listening to a song and presenting it either in art form, Musical, dance, poetry – the choice is left to the participants. (30 minutes)
3. Story – cubes, – throwing dice and arranging stories with the theme of the road (30 minutes)

Scenario 13

1. On the table lie spread Dixit cards – participants must choose three that they most like, associate with the road. Then everyone's task is to write a short story about their road, in which these cards appear – images, objects, dreams. (Everyone reads their story, tells about their impressions and feelings. (1 hour)
2. Ask participants to choose only one card associated with his passion. Then ask everyone to go back to their texts and equip the hero with an attribute, a passion. Has his story changed? Has his path changed? (30 minutes)

5.7. Rescue

Scenario 14

Materials: old newspapers, flour, balloons, water, bowls

1. Talk about our emotions on the road, what emotion we want to take with us. Ask the participants to make a theatrical mask, from paper pulp on a balloon, or a paper pulp sculpture. The mask or sculpture should express the emotion we want to take with us on the road. (45 minutes)
2. Prepare a short drama scene using masks and sculptures n/t emotions. (45 minutes)

Scenario 15 and 16

Materials: plastic masses, flour, water, oil, bowls, sensory materials

Duration: 90 minutes

1. Sensory activities – sensory activities are held without a script, the participant has a stand prepared and plays with the preparation of art masses. The leader follows the group. There are different masses and stations with emotion captions.

5.8. Photography

Scenario 17

Materials: cell phones

Duration: 90 minutes

1. Take the participants for a walk and ask them to take three photographs each – from near and far and a photograph that is related to their path. (45 minutes)
2. Look at your photos, talk about how the same things look different from different perspectives. Ask participants to show and tell about their ways. (45 minutes)

5.9. Architecture

Scenario 18

Materials: recycled stuff, glue, boxes

Duration: 90 minutes

1. Ask participants to bring recycled items: plastic cups, bottle caps, paper boxes, etc. Participants must design and make a door for themselves or the home of their emotions. (1 hour)
2. Ask the participants to sketch their house and then create a graphic poem, i.e. write out their associations to the word house in all possible places. Discussion n/ t our shelter on the road. (30 minutes)

5.10. Graffiti

Scenario 19

Materials: quotes about the road, excerpts from texts about the road, markers, white T-shirts

Duration: 90 minutes

1. Reading and selection by participants of their quote about the road. (15 minutes)
2. Intersemiotic translation – the way from the quote depicted on a T-shirt. Designing and painting graffiti – a symbol, a picture of one's way (45 minutes)
3. Presentation of works, talk about what is important in our way. (15 minutes)

5.11. Board game

Scenario 20

Materials: cardboard, markers, crayons, colored paper, glue, scissors, plastic pulp

1. Ask participants to design and make a board game n/t their path. (1 hour)
2. Playing together (30 minutes)



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