

SCENARIO 1

Children and adolescents in the migration crisis

(by Danuta Cyrulik)

Teaching subject or name of extracurricular activity within which the scenario is to be implemented: formative lesson

1. Target audience (age, class) - 16 years old, grade 2 or 3 secondary school
2. Overall objective of the lesson and specific objectives
Increase students' awareness of the importance of the mental wellbeing of migrant youth during the wartime migration crisis and develop skills to support affected peers.
Specific objectives:
 - Pupils will understand the impact of the wartime migration crisis on the psyche of young people.
 - Pupils will learn basic terms such as PTSD, somatic disorders, adaptation problems
 - Pupils will learn how to recognise symptoms of mental problems in themselves and peers.
 - Pupils will learn how they can help with the mental wellbeing of their peers who have experienced migration due to war.
 - Pupils will learn about organisations and institutions they can turn to for help
3. Working methods \brainstorming with menti.com
 - working in pairs
 - working in groups
 - discussion
 - case study
 - reflection cards
4. Inventory of teaching aids to be used in the lesson
 - youtube video
 - worksheets with quotations from the Unicef report
 - presentation made in Canva
5. Flow of the lesson divided into introductory part, main part and final part and indicating the time for each of its elements

Part of a lesson	Activities	Time
Introductory part	1. Welcome the pupils and introduce the topic: The teacher welcomes the students, introduces the topic of the lesson and explains why this is an important	Approx. 10 min.

	<p>aspect in the context of contemporary events. He points out how wars and migrations can affect the psyche of children and young people.</p> <p>2. Watching the video:</p> <p>The teacher presents students with a short video showing the state of schools in Ukraine and housing conditions during the wartime crisis. The video aims to give students an idea of the realities faced by young people forced to emigrate because of the war.</p> <p>3. working in pairs</p> <p>After watching the video, students work in pairs or small groups to discuss their reflections and answer the questions displayed in the presentation:</p> <p>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 have seen).</p> <p>Why do young people in Ukraine often have no other option but to leave their country? (Pupils are to understand that forced migration is not a choice, but a necessity due to the difficult living conditions in a country at war).</p> <p>What challenges might young people face when leaving their country as a result of war? (The teacher may point to problems of adaptation in the new country, language barrier, instability or trauma).</p> <p>How has migration affected the education of these young people? (The question aims to reflect on interruptions in education, differences in education systems and the difficulties of continuing education in a foreign country).</p>	
<p>Main part</p>	<p>Brainstorming</p> <p>The teacher asks the students to take out their mobile phones with which to participate in the brainstorming. Using their phones, students go to menti.com and enter the code displayed in the presentation. The students' task is then to answer the question: What might be the consequences for the mental health of a young person who has lost their security and had to leave their homeland?</p>	<p>20 min.</p>

	<p>Students write in 3 slogans on the impact of war and forced migration on young people's mental health. 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 the issues or give examples so that students know the meaning of each term.</p> <p>2. 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 has experienced migration due to war (quotes have been copied from the Unicef report). The groups' task is: Identifying mental health problems that the person in the description may be facing based on the previous exercise.</p> <p>After 5 minutes, the groups present their results.</p> <p>3. 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. Pupils can share their insights and the teacher directs pupils if necessary by asking additional questions:</p> <p>What activities could help peers feel more accepted and welcomed at their new school? (e.g. organisation of an integration meeting, extra-curricular activities - sports games, workshops)</p> <p>What can we do to help those experiencing trauma feel safer? (e.g. creating a non-judgmental atmosphere, avoiding difficult topics, offering support)</p> <p>How can we support peers who may not yet speak Polish well? (e.g. language support)</p> <p>How can we show our peers that their experiences are important to us and that we listen to them? (e.g. listening without interrupting, showing empathy)</p>	
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<p>Final part</p>	<p>1. Reflection cards</p> <p>Students are given cards on which they write down three things they remember from the lesson and one question they still have. The cards can be anonymous, allowing for honest answers and giving the teacher an insight to assess understanding of the topic. Students have 4 minutes to complete the cards.</p> <p>After the time given by the teacher, the cards are collected. The teacher reads the students' reflections and answers the questions.</p> <p>2. End of classes</p> <p>The teacher thanks the students for their participation, summarises the key points raised in the lesson, emphasising the role of young people in creating a supportive environment for peers with war experience. He or she also points out the possibility of turning to professionals and organisations for help if needed.</p>	<p>Approx. 15 min.</p>
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6. Bibliografia i źródła wykorzystane do przygotowania scenariusza lekcji

- - raport Unicef:
<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 that the teacher plays: <https://www.youtube.com/watch?v=Y1Bm9gVnbXA>
- List of additional files that are an integral part of the scenario, e.g. presentation, etc. (optional). Please attach the files to the application form.
 - presentation made in Canva (to be created by yourself)
 - worksheets with quotations
 - reflection cards
 - List of quotes from the Unicef report:

"I have nothing left in Ukraine [...] My secondary school was burned to the ground. And recently, nature was also destroyed [by the attack on the Kachovka dam]. 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 [name of town] - a bomb flew straight into his flat". (V, Ukrainian boy, 15 years old).

"It's cool here, no doubt about it.... But a real home is your own home. You live at home and you miss it, even when there's no reason to deny that it's good here [too]". E: "It's not the same 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're abroad in a safe place and your father is in a safe zone and you don't know what could happen to him at any time, whether he'll come home; and there's no contact with him." (Ukrainian girl, 15 years old) "When I moved here, I was very lonely because I came here alone. For the first six months, my mum was still in Ukraine, my dad too. I lived with my sister. It was very difficult because she was often working 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)

"The best thing to do in Poland is sleep. I sleep all the time." A: "And eating." S: "I always think [that] in the future I will come back 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 this Polish language at all, why do I need to learn it at all. If I'm going to go home anyway. But I understand that I might not come back. And maybe I'll stay here. And I'll sleep for days." (S, girl, 16 years old; A, girl, 16 years old; both from Ukraine).