

<b>Name of the activity</b>	<b>Toc... Toc... May I come in?</b>
<b>Topic of the activity</b>	<b>Migration</b>
<b>Learning outcomes covered (corresponding with big ideas)</b>	<p>Students think about the <i>difficulties and risks</i> of the migration process.</p> <p>Students are familiar with some migrants' stories and can <i>empathise</i> with them.</p> <p>Students can describe what the <i>trafficking</i> business is and know of the dangers migrants face from traffickers and the services they provide.</p> <p>Students understand that there are different policies in dealing with migration – some more focused on the integration and some more focused on the borders control.</p> <p>Students can explain why governments try to <i>control migration</i> and name some of the strategies they use.</p>
<b>Subject</b>	<b>Citizenship and Development</b>
<b>Age of students/pupils</b>	<b>10/12 but can be done with younger or older children (it depends on the depth of the follow-up analysis)</b>
<b>Time demands</b>	<b>60 minutes</b>
<b>Step by step description</b>	<p><b>Material:</b></p> <ul style="list-style-type: none"> <li>• Some objects to represent the obstacles</li> <li>• Representation of 7 doors</li> <li>• Blindfolds</li> <li>• Cards with „instructions“. Eg. „You have to ask for help ten times in all the languages you know“; „You have to jump until someone of other group sees you“, etc.</li> <li>• Cards with „benefits“. Eg. „Safety“; „Peace“; „Social security“; „Job“; „Education“; „Public health system“; „Family“; „Housing“, etc.</li> <li>• Special cards: „Illegal“, „Abandoned by the trafficker“; „Victim of an accident in the process, dies“; „You are in a vessel of a NGO without permission to berth“.</li> </ul> <p><b>Activity preparation:</b></p> <p>It is advised to run the activity outside the classroom, in open air. In the centre of the space you should place objects representing the obstacles. If you do the activity indoors, in the classroom, the tables can be the obstacles.</p> <p>You should place the representation of the 7 doors around the space. If in the classroom you can put them in the walls, according to the attachment.</p> <p>Each door represents a different situation that can happen to migrants after they leave their countries and when they arrive in a different country. This means that when a group arrives to a door it can find a card with different situations:</p> <ul style="list-style-type: none"> <li>• Door 1: The door has a card with a “benefit”.</li> </ul>

- Door 2: The door has a card with „instructions” that will take them some time. After fulfilling the instruction, they can have a “benefit card”.
- Door 3: The door has a card saying „Illegal”.
- Door 4: The door has no card to be taken.
- Door 5: The door has a card saying “Abandoned by the trafficker”.
- Door 6: The door has a card saying „Victim of an accident in the process, dies”.
- Door 7: The door has a card saying „You are in a vessel of a NGO without permission to berth”.

**Rules of the activity:**

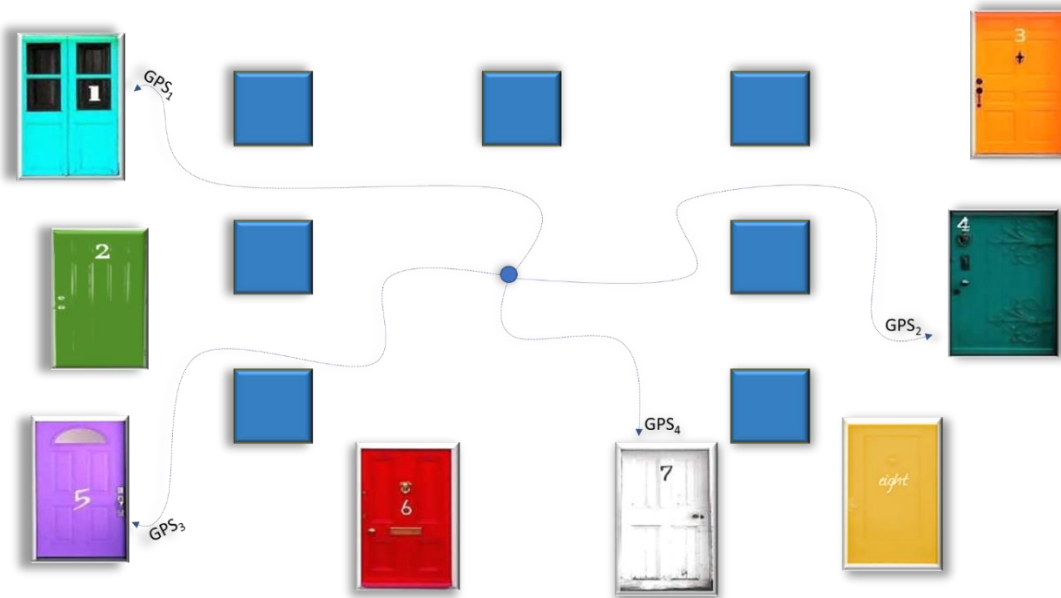
1. Divide the group in small groups of three or four elements (according to the number of students).
2. Explain that one person of the group will be the GPS, and the others will be blindfolded. Participants should be tied to one another (by the ankles, giving their hands, crossing their arms, etc.). You can name each group as GPS1, GPS2, etc.
3. Ask each group to settle some sounds (oral, clapping, using the body, etc.) as codes for „right”, „left”, „go backward”, „go forward”, „stop”, „move”. During the activity the GPS person will lead the group using the sound settled. They must be sure about the sounds and the meaning because all the groups will have their own and it will be confusing.
4. Start the activity with all the groups in the centre of the space, surrounded by the obstacles and the doors. The GPS element of each group starts the sounds in order to direct the group towards the doors. Each GPS decides to which door s/he wants to go. The other elements of the group should not do any sound.
5. When a group reaches a door, they can take one card and keep it until the end. Then, they move to a different door. The main goal is to open the highest number of doors. The activity can end anytime, according to the time constraints (the teacher decides). It’s not mandatory to open all the doors.
6. When a group opens one door, they can change roles – the GPS can be other element of the group – in order to have everyone experiencing the different roles.

**End of the activity:**

7. Invite each group to sit down and to analyse the card they have received in the different doors and to think about the meaning of each situation and about the diverse elements of the activity – the blindfolds, the fact of going tied to one another, the doors, the different cards and situations they had to face, etc.
8. Get together all the groups in plenary to share each group conclusions and learnings (see notes in the attachment).

9. Reflect with the students about the feelings they experienced during the activity and make the connection with the reality.
10. Think about what is needed, what could be done - at political, national, local, micro levels, and other - to address this situation.

**Attachments, notes**



**Meaning:**

● Início do jogo

↳ Exemplo de trajeto que cada equipa GPS vai realizar



Porta: local de chegada das equipas GPS



Obstáculo

**Guiding questions:**

- ✓ How was the experience? Did you get across any obstacle when trying to get to the doors? What do you think they represent? What obstacles can be found in a migration process?
- ✓ Were your groups able to communicate? Did every group communicate in the same way? The codes were the same? What can this represent in real life? Did the noise of the other groups disturb you and made your way more difficult?
- ✓ What did you find in the doors? Were the cards the same? What were the messages of your cards? What do you think is the meaning of the doors?
- ✓ By the end of the game, did all the groups have the same opportunities, the same benefits? Why? Do you think this is fair?
- ✓ And what about us? Do we have those benefits, those rights written in the cards? Why?

**Key-ideas:**

- ✓ Meaning of the blindfolds: when migrants leave their country they are a bit lost, they are going to the unknown, they don't know exactly what to expect.
- ✓ Meaning of being tied to one another: usually no one goes alone. The confusion of many people.
- ✓ Meaning of different sound: different cultures. The feeling of being lost.
- ✓ Meaning of the obstacles: sea/ocean, desert, war, extreme climatic events, health and hygiene conditions, among others.
- ✓ Meaning of the doors:
  - Door 1: Benefits - countries that have a policy of integration and that offer benefits, rights (health, education, etc.).
  - Door 2: Instruction and benefits - countries that have a policy of integration but which process is very difficult and bureaucratic.
  - Door 3: Illegal - countries where some migrants can enter but not in a legal way which doesn't allow them to have rights.
  - Door 4: No card - countries where the policies of borders control is so strict that is not possible to come in (even with real walls).
  - Door 5: Abandoned by the trafficker - existing situation in which, during the way, the persons are left to their fate.
  - Door 6: Victim of an accident in the process, dies - existing situation in which the person doesn't survive to the

way, due accidents along the way (drowning, ravine falls, etc.).

Door 7: You are in a vessel of a NGO without permission to berth - existing situation of control borders in the Mediterranean Sea, for example, where these vessels with migrants are not allowed to berth but there are civil society organisations that support those people.