

Branch Out
12 months 6 steps 1 global movement

Step Six: Mix it up!

An activity about inclusion and migration issues.

Branch Out

Branch Out is the International Junior Branch project on the Content Area of the year of 2014 for CISV: Diversity. The project is composed by six steps that were launched throughout the year, exploring different themes within the topic area of Diversity. Branch Out encourages participants to develop their perception towards their own identity and towards different communities.

In each step Branch Out provides you with one ready-to-run educational activity and resources related to it.

Step Six: Mix it up!

Branch Out has reached its final step. *Mix it up!* is an educational activity that encourages participants to reflect about diversity from the perspective of social inclusion processes. It promotes a discussion about migration, its consequences, and how it can be related to human rights and conflict. Finally, the activity encourages participants to dig deeper about a specific migration-related issue in their own town, region, country and to think about their role as active citizens.

Mix it up! allows the facilitators to introduce the topic of migration through a multimedia approach. It also encourages facilitators to do research on specific situations related to their own situation locally, and to explore it in the activity. This means that the activity is different each time it's run because it takes into account local perspectives.

We hope you will enjoy running or participating in this activity as much as we enjoyed planning it as a working group!

Why should we discuss about inclusion and migration?

Inclusion has a lot to do with how we see ourselves within the communities we are part of, and how the challenges we face might affect our identity. This is also related to the topic of migration, which is a situation where people move to other towns or countries looking for different experiences or life conditions. This could also include people who are seeking asylum or refuge. This topic has a lot to do with human rights and conflict, and is a reality for millions of people worldwide. We believe this is a good opportunity for CISV and Junior Branch to discuss these issues and also for participants to understand how these issues are related to their situation locally.

Goals

- To promote a discussion about the challenges related to inclusion that active global citizens should be aware of.
- To introduce the topic of migration and to stimulate the discussion about specific migration issues that exist at the local level.



Attitudes:

- Willingness to see inclusion as an ongoing social process
- Willingness to discover more about inclusion and migration in your own country
- Willingness to contribute to inclusion in your country

Skills:

- Ability to reflect upon your own inclusion into different social groups
- Ability to discuss inclusion without stigmatising a person or group

Knowledge:

- Knowledge about how inclusion shapes identities
- Knowledge about migration issues
- Knowledge about different social levels of inclusion

The activity

- **Time:** 105 minutes
- **Number of participants:** Unlimited
- **Materials:** Papers with the values and attitudes of each group, infrastructure to show the video or printed stories.
- **Preparation needed:**
 - Papers with the values and attitudes of each group for the Do part of the activity,
 - Multimedia infrastructure to show videos or print the written versions of the stories from the attachments to be used in the Generalise part of the activity.
 - Prepare a short presentation about a specific migration-related issue from your own town, region or country. More instructions can be found below, in the Apply part of the activity and in the Tips for Facilitators section.

1. Do (15-20 minutes)

Participants are divided into two equal groups. Each group gets a paper describing their values and attitudes (you can find suggestions of values and attitudes below. Facilitators are free to change/add information to the ones suggested). The information given to each group is supposed to be different in relation to the other group. Everyone in each group is supposed to act according to the values and attitudes that that group receives.

After everyone is comfortable with their roles, some people from each group are switched to the other group (we suggest switching something around 1/5 to 1/3 of the participants from each group). They now have to be included, taking into account that they have different values and attitudes in relation to the rest of their new group. Conflict is supposed to arise in this situation.

The groups are now to develop a task collectively. The task is supposed to be simple and should not take more than 5 - 10 minutes. The facilitators are free to choose a task based on the materials available, on the size of the group attending the activity and on the maturity of the participants. It should be simple, for example: drawing the costume of their group, coming up with a simple anthem, creating a set of basic laws for their group, etc.

Alternative: if you prefer, the switch of participants could happen while the groups are executing the task demanded.

Group A:

Inclusive

Talkative

Greeting people with hugs/ like physical contact with people they're talking to

Expressive bodylanguage

Individualistic

Don't like people wearing CISV shirts

Group B:

Don't feel comfortable with new things

Greeting people by nodding

Large personal space

Privacy/reserved

Comfortable in smaller groups

Like people wearing CISV shirts

2. Reflect (15 minutes)

1- How was it to work on your task in your original group? Did the switch of group members affect the way your group worked?

2- What did the new members bring to the group dynamic?

3- Did any misunderstanding arise? How did you deal with it?

4- For those who moved to the other group, how did you feel in the new group at the first moment? Why? Was it easy to be included in your new group? Why?

5- Have you been in similar situations in your real life?

3. Generalize (40 minutes)

Participants will now watch three videos about people who migrated or are looking for asylum or refuge. In case you don't have the infrastructure for showing the videos or if the participants do not feel comfortable with the english language, you can translate and print the transcribed versions of the stories (*they can be found in the attachments*).

Voices of the Somali Diaspora and Rejected Asylum Seekers (from 4:00 to 8:20)

(watch here: <http://goo.gl/FGAEtS>)

Tan Lee: My Immigration Story (from 3:32 to 6:07)

(watch here: <http://goo.gl/5Jgf7M>)

Haitians in Dominican Republic (from 0:50 to 2:09 and from 4:10 to 4:43)

(watch here: <http://goo.gl/u8o0Wx>)

Generalize questions:

1- How are these stories related to the previous steps of the activity?

2- What did you feel when watching/reading the stories? How did they affect you?

3- How is migration related to your personal and/or national identity? Also, how is it connected to Diversity?

4- How can conflict/xenophobia be related to migration? How can this be resolved?

5- How can we guarantee that the human rights of the people who are migrating are respected?

4. Apply (30 minutes)

In this part of the activity, facilitators are encouraged to bring information about a specific situation related to migration in their own town, region or country, so that the participants are aware about a concrete situation that goes on in their local community. They can bring a general overview about the situation, or look for specific statistics or articles about a recent event involving the topic of migration. Here are some topics that can help the facilitators on what to bring to the activity:

- the consequences of this issue,
- the general migration policies in the country,
- the current condition of the process of inclusion,
- if the situation involves any conflict/xenophobia, you can also talk about it.

After the presentation, participants are asked the following apply questions:

- 1- Do you think that the policies presented help immigrants to be included once they arrive in your country?
- 2- From a perspective of a active citizen, what can be done to get this problem solved? What can you do to remedy this situation?
- 3- As active citizens, what should we be aware of in regard to the issues mentioned above?

Tips for facilitators

Migration is a really important issue and people might have different opinions about it. It is important for facilitators to have in mind that the point of this activity is not to discuss whether migration is a good or a bad thing. Pay attention in order to avoid stigmatising migrants and to have a delicate approach towards the topic.

We know that difficulties may arise in the Apply part, since it demands previous research from the facilitators and that not everyone knows about specific migration issues in their town/country/region. Don't panic! At any time, you can get in touch with the Branch Out team (branchout@ijb.cisv.org) or with the Regional Teams (ajbteam@ijb.cisv.org, ejbteam@ijb.cisv.org, apjbteam@ijb.cisv.org) for support!

Adapt the activity to your needs

Feel free to make changes in the activity and to adapt it to the needs and specificities of your group.

Introducing Branch Out

After the activity is over, remember to present Branch Out to the participants, so they can understand the educational purpose of the project, as well as to create interest on the next year's project.

Take pictures and share them with us

Branch Out is a global project. Let us know whenever you apply Branch Out in your chapter. Take pictures and share them with us through branchout@ijb.cisv.org!

Pictures will be posted in our facebook page, [facebook.com/branchout2014](https://www.facebook.com/branchout2014) and our tumblr, branchout2014.tumblr.com

Feedback

Thank you so much for being part of this global movement! Branch Out team is really happy with the results of the project but we would also love to hear some feedback from the participants. You can share your impressions with us! Send an e-mail to branchout@ijb.cisv.org

Attachments

Written versions of the videos used in the Generalize part of the activity.

• **Somalia: voices from the Diaspora and Rejected Asylum seekers**

“When I interviewed these people, they told me that it was a difficult journey. It has taken them years to come to Europe. Many people who were with them died or some of them lost all their possessions and came to Libya where they boarded boats. Some arrived in Greece, some went to Italy. So it has been a difficult life. In fact, those people who arrived in Europe are very few. Some of them didn't even leave the place where they exhausted their resources. Some of them died and there are reports of women taken as hostages in Africa and Greece.”

“The boat broke down in the middle of the sea and we became thirsty and then someone jumped into the sea because of the thirst. Then two more did the same. Then a ship arrived. That ship saved us.”

“The most shocking story to me was when I heard on the radio and television that dozens of migrants drowned in Yemen as their boats sank and the pictures of their bodies were published on the internet.”

“I was arrested between Turkey and Bulgaria and spent a year in jail. I remember there was a time when I had not eaten for 9 days. We engaged in a hunger strike and we wanted to force them to release us. But that didn't happen and we spent 9 days without food and only took water.”

“It's possible that he might have spent more than 20,000 dollars on the trip, regardless of whether it was given to him by relatives or whether he got it through other means. When he comes here, leave alone getting papers, he may not even get good livelihood.”

“When they reach here, thinking that they will be assisted, they are taken to a refugee center where there is no proper life and they are held accountable for having passed through Italy and Greece without taking refuge in those European Union states. But these migrants claim that there is no life in Italy and Greece; it's a life of squalor and difficult con-

ditions. They stay in the refugee center and they can leave in the morning and come back at night. But no one knows whether they will stay for a year or more than that.”

“Staying illegally in Norway or any other European country means that you live with the constant risk of being apprehended by the police. In Norway, you also cannot work if you stay here illegally, which means you have no way of earning money. And I feel it’s a pity, it’s very sad that a lot of people in Somalia spend a lot of money, maybe sell their houses and take loans, in order to pay smugglers to come to Norway and Europe. But when they come here, the case is like that and they lose all their money and are sent back home.”

“There have been some cases where people are in the so called limbo, that they were not granted resident permits but they could not be deported from the country either. And then they stayed inside the country without any permit, without any rights; sometimes for months, sometimes I think for years making appeals to the courts. Situations like that have happened, and in that case what a Finish or a Somali can do is only to lobby that the legislation should be changed or interpreted in a way that these kind of situations just decrease in the future.”

• **Tan Le: My Immigration Story**

”After three months in a refugee camp, we landed in Melbourne and the next piece of the jigsaw is about four women across three generations, shaping a new life together. We settled in Footsgray, a working class suburb whose demographic is layers of immigrants. Unlike the settled middle class suburbs whose existence I was oblivious of, there was no sense of entitlement in Footsgray. The smells from shop doors were from the rest of the world, and the snippets of halting English were exchanged between people who had one thing in common; they were starting again.

My mother worked on farms, then on a car assembly line, working double shifts, six days a week. Somehow she found time to study English and gain IT qualifications. We were poor. All the dollars were allocated and extra tuition in English and Mathematics were budgeted for, regardless of what missed out, which was usually new clothes, they were always second hand. Two pair of stockings for school each hide the holes in the other. A school uniform down to the ankles because it had to last for six years. And there were rare but searing chants of “slit eye” and the occasional graffiti: “Asian, go home!”. Go home to where? Something stiffened inside me. There was a gathering of resolve, and a quiet voice saying “I will bypass you.”

My mother, my sister and I slept in the same bed. My mother was exhausted each night, but we told one another about our day and listened to the movements of my grandfather around the house. My mother suffered from nightmares, all about the boat. My job was to stay awake until her nightmares came so that I could wake her.

She opened a computer store, then studied to be a beautician and opened another business, and the women came with their stories about men who could not make the transition, angry and inflexible, and troubled children caught between two worlds. Grants and sponsors were sought, centers were established. I live in parallel worlds. In one, I was the classical Asian student, relentless in the demands I made on myself. In the other, I was enmeshed in lives that were precarious, tragically scarred by violence, drug abuse and isolation.”

• **Dominican Republic: IOM Helps Haitians Return Home**

“In the aftermath of the January 2010 earthquake, approximately 200,000 displaced Haitians crossed into the Dominican Republic in search of medical assistance, jobs, family reunification and relief from the post disaster conditions in Haiti. In the past two years, many have chosen to return to Haiti, and the IOM (International Organization for Migration) Assisted Voluntary Return Program is providing a genuine lifeline for these migrants.”

“That’s the main question we get asked by everybody each day: ‘Why would a Haitian want to go back to Haiti being in Dominican Republic?’. The fact is that these are very low-income people, 90% of them have no education, and basically they’ve been here either after 2010, others have been here for longer than that. They still have no access to education, because they live in remote areas. The access to health is very difficult because even though they have free access to health, they don’t have funds to buy the medicines and there’s no access to income generation activities, jobs.”

“Life in Haiti was not good for us, so we came through the forest. I started working here and they refused to pay me. We are living in misery. I asked them to pay me and they refused.”

Further Reading

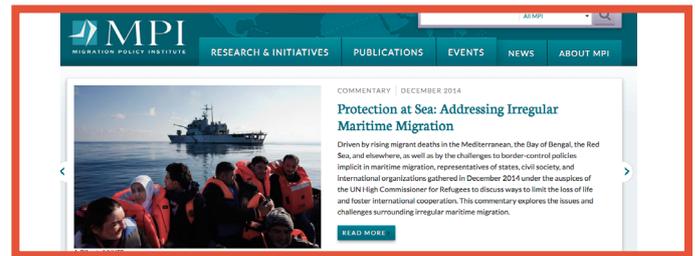
STAGES OF ACCULTURATION

Anyone who moves to a different area, whether it is within their immediate neighbourhood, town, state or province, or country, experiences to some degree the same four stages as they become adjusted to their new surroundings. There are many names for these stages, but the easiest to remember are the four "H's": honeymoon, hostility, humour and home.

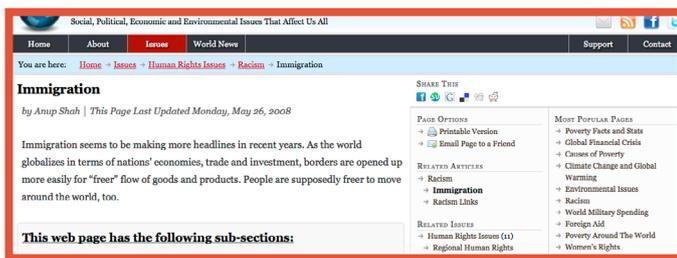
Honeymoon
This stage takes place when people first arrive. It is characterized by extreme happiness, sometimes even by euphoria. This is especially prevalent with refugees who have finally arrived safely in North America. For them, their new home is truly the land of milk and honey.

Hostility

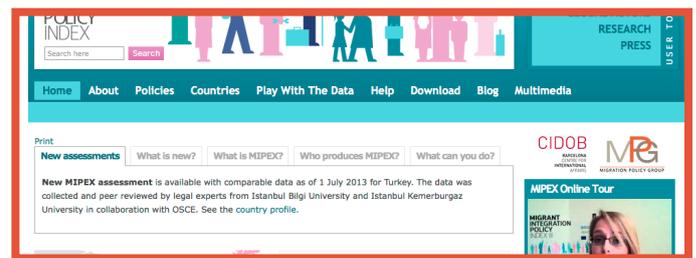
→ The process of acculturation: A short article about the steps of acculturation of people who move to a new place. <http://goo.gl/xhGsV2>



→ The Migration Policy Institute: Lots of news, research and resources about migration. <http://goo.gl/LHKTzo>



→ Global Issues Immigration: Statistics and other informations about immigration worldwide and, specifically, the US and Europe. <http://goo.gl/IL-BUVG>



→ Migration Integration Policy Index: A rich database about migration in Europe. <http://goo.gl/e5bi3F>



→ Migration in 2009 by The Economist: A video-graphic that shows the flows of migration from different regions of the world. <http://goo.gl/JAGYHX>



→ The World's Worst Immigration Laws: An article about harsh migration legislation around the world. <http://goo.gl/hko9sC>