



CARE
Common Approach for REFugees
and other migrants' health

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Didactic Games

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What is... ?

Tools

Marker

Board or billboard

Purpose

Empathy, learning to walk in someone else's shoes. Understanding the roles we play in how others experience their lives and struggle through situations.

Instructions

Through brainstorming we establish a typical, general images on certain topic (such as: sickness, health, medical doctor, vaccination; migrant, refugee, migrant from a specific country, etc.)

Participants shout out associations (first thing that pops on their minds) they get about the topic. One of them (or the leader) writes those associations on board. It is best if everyone gives an idea, not just one or two person. All of the associations must be written down, there are no good or bad ones. In the end they will form an image on a certain topic, based on which we can form an 'ideal-type', expectations, prejudices, etc. people share.

Discussion

How would we feel if... (we were treated in such a way? *eg. if the topic is health, how would we feel if the doctors didn't take the time to listen? If the topic is migrants/refugees/asylum seekers, how would we feel if we were in their situation, couldn't leave the premises, couldn't speak the language, etc.*)

Good Migrant: Bad Migrant

Tools

Piece of a paper/participant (group)

Pen/participant (group)

Purpose

Recognition of one's own stereotype and prejudice

Instructions

Every participant thinks of three features of a migrant that is making them feel uncomfortable, unpleasant (is afraid of them or doesn't want them to be their neighbor), and three features of a migrant that makes them feel comfortable, indifferent (wouldn't mind to have them as neighbor, would perhaps help them, etc.) It is suggested those features are written down and then shared with group or during discussion.

Discussion

Those who want can show their ideas, based on those a group can build an 'ideal type' of a 'good' and a 'bad' migrant. Why were those features chosen? What percentage of migrants falls into either category?

GOOD MIGRANT	BAD MIGRANT

Dialogue

Tools

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Purpose

Understanding how every individual can experience and interpret the same situation in a different way. It is also an exercise in mediation and practice in searching and making compromises.

Instructions

Group of participants is divided into smaller groups, preferably into two (another option is to choose only a few pairs that speak publicly in front of everybody). One of the participants is a 'healthcare worker', the other one is a 'patient'. First a 'patient' speaks and he/she shares an experience (their own or somebody else's) of feeling insignificant during their visits at the doctors (*eg. it was disease was all that matter while them as persons wasn't, the doctor didn't listen, they did not know what was happening, the diagnosis was unclear, the procedure was unclear, they were afraid and nobody took the time to listen and calm them down, etc.*). The 'doctor' in turn summarizes the experience in their own words and tries to explain how the patient must have felt.

Discussion

Together the group tries to find ways to avoid situations similar to those shared by the patients.

Never-Have-I-Ever

Tools

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Purpose

Learning and experiencing the differences between individuals, their experiences, knowledge, preferences. Learning how to 'learn about others'.

Instructions

Participants are divided into smaller groups (ideally into pairs), it is important that they join those they know the least (do not pair with your friends). The goal of the game is to find out three experiences of our partner that they have experienced while we haven't and three experiences that we have experienced while they haven't. Each participants find six different experiences.

First partner shares an experience they believe they have done and the others hasn't, the second partner confirms or denies. (*Never-Have-I-Ever been to Australia*). They continue until each has found six different experiences.

Discussion

Was there anybody surprised over how little or how many shared experienced they have with others (how difficult or how easy it was to find those differences)? How much are those experiences affecting an individual and their understanding of the world?

Locals and Martians

Tools

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Purpose

Learning to learn how others do things differently

Instructions

Participants are divided into smaller groups (5-10). Each group chooses one or two participants that leave the room, while they choose a signal. A signal is a feature or a characteristic that is special to the group and the 'lost' participant has to discover what it is. He does that by observing and asking questions to individual members that can only be answered by YES or NO.

Example:

A signal is red leg over left the entire time; A group takes off their left shoe; Every time a question is asked somebody sneezes or scratches behind ears; When a question is asked, a person to their left answers it instead of the one who was asked, etc.

Discussion

How can we apply the same principles of communication and searching for answers of 'how a group works' when in contact with a migrant?

Shooting Prejudice

Tools

Ball (preferably small so it fits in hands)
Pieces of paper/participant
Paper clips or good tape
Pens

Purpose

To prove we are all full of prejudice

Instructions

Participants are divided into smaller groups (10 per group). Every group decides on a theme and every participant writes an identity belonging to the theme on a piece of paper that they clip or tape on their body (forehead, torso, etc.) where the identity is clearly visible. First participant holding the ball calls out a stereotype/prejudice and passes it to the identity that is most probably 'the holder' of the stereotype. The person with the identity takes over the ball and then calls out another stereotype and passes the ball to identity that most fits the said stereotype. The group continues in such a way for some period of time and can then change topic/theme.

Examples:

theme migrants – German (punctual), Southern (late), Sirian, Italian, American, Scandinavian, etc.

theme patients – pregnant woman, child, old man, teenager, foreigner, etc.

Discussion

Was there a specific theme or identity that was easier to find stereotypes for?
Was there a specific example where somebody disagreed with the stereotype?
Why (not)?

Presidential Debate

Tools

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Purpose

Learning how to make compromises, how to see things in different perspectives

Instructions

Participants are divided into smaller groups, which are in turn again divided into three smaller groups (two groups of five and one group of 2-3 participants). The smaller group is a group of migrants, the other two groups each represents a perspective – one speaks for migrants, the other oppose. Group of migrants states a need that is unusual for local area (*such as I only eat kosher food, vegetarian food, we do not want to be separate when one of us goes to see a doctor, etc.*) First group speaks for migrants and wants to help them, the other one opposes, each group is trying to give as many reasons for why it can or it cannot be done. All three groups must come to a solution that they all agree with.

Discussion

What have we learned from the exercise? How can we apply the same principles to working with foreigners?

Story Telling

Tools

Pictures of black and white silhouettes

Purpose

Presentation of how the same picture (or life event) can be interpreted in different ways, depending on individual and their personal experience, beliefs, etc.

Instructions

Participants see a picture that is the basis for their story. Whoever chooses can share their made up story with everybody else (or first to smaller groups and the representatives then share those stories with everybody). What is happening in the picture? Where is it taking place, how did it start and how will it finish?

Discussion

How important is it to the individual that his or her interpretation of the story is the only one (or the correct one)? How many different interpretations were there per picture?







