

**ROUTE 4**

# **MIGRATION AND MOBILITY**

**Step by step to 'TO-GATHERLAND'**

**Concept and coordination  
learning routes by**

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**3-11 years**



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# Come to gather

## Routes, themes and steps

### Aims

The basic questions and aims of the project To-Gather are:

1. What is going on in society and how can you gather knowledge about that?
2. How can you look at Europe from different perspectives?
3. How are the past, present and future linked with each other?
4. How can you develop your own identity as a democratic citizen in Europe in an active, cooperative, creative and empathic way? What does it mean to you and to the other?
5. How can you use aesthetics to understand reality, the self and the other?
6. What are the multi-cultural norms and values of the framework of human rights?
7. How can the 'multiple choice identity' and 'the five minds for the future' be developed in 'the multiple society'?

### The 5 Themes

The five core themes of To-Gather are 'Identity', 'Family and Friends', 'Good Work', 'Migration and Mobility' and 'The Other' because they play an important role in the life of each individual as well as for society as a whole. Each route has its very own and special atmosphere, because they were all designed in different countries and for each route in different combinations. Wim Kratsborn and Tessa Schinkel were involved in the design of all the routes. The To-Gather team used multiple intelligences and differentiated sources, tools and working forms in order to balance structured and flexible learning. Route 1 'Identity' was designed in Slovenia and the Netherlands with music. Route 2 'Family and Friends' was designed in Portugal and the Netherlands with drama. Route 3 'Good Work' was designed in

Denmark and Slovenia with design. Route 4 'Migration and Mobility' was designed in Latvia and the Netherlands using objects and an exhibition and Route 5 'The Other' was designed in the Netherlands and Slovenia with performance. I will explain the structure of each route later. The themes can be imagined as a cycle or a spiral, because it starts with the own person, and then slowly expands towards the Other in relation to the self.

### Real Life Learning

To-Gather is about 'real life learning'. We focus on the Other and it is important to us that the learner can transfer all issues to the own reality. To-Gather is also about knowing the unknown in order to make the worldview bigger. We do that in an aesthetical way, using music, art, drama, design, educational gaming, imagination, images and dance. It is about the own attitude within the framework of human rights.

### The 5 Learning Routes

The five routes are in essence a cycle or maybe a spiral, starting with self related to the other in route 1 and ending in route 5 with the other related to the self. In the meantime the learner has gathered more knowledge, further and deeper insight and a better attitude. In the first two learning routes, 'Identity' and 'Family and Friends', we look at the private life and get a deeper understanding of the own 'bubble'. What is the relation between the self and the Other and what does it mean for the personal life within the family and among peer-groups. In Route 3 'Good Work' the learning space is widened to the creation of the own life-environment. Concretely the children design their own playground. Route 1, 2 and 3 are about the own private world and about the question how the own 'bubble' is linked to Europe. In Route 4 'Migration and Mobility' and Route 5 'The Other', the learning space is further extended to Europe and

the rest of the world. Why are people migrating and what are the consequences for the land of arrival and the land of departure? The final route 'The Other' is an opportunity and invitation to get to know and mix different philosophies of life. An extra task is the organisation of a festival and this may be done after each route or after all the 5 routes have been followed. The own learning process can be visualised through a festival and shared with other learners in Europe using [www.to-gather.org](http://www.to-gather.org).

Each route follows 7 Steps as a way to develop active and democratic citizenship. The learners are invited to open their senses, gather knowledge, solve real life problems, communicate, create and present a product. This enables the own reflection and application of the subjects into reality.

### The 7 Steps

Each step is a phase in the learning process and a step towards an own identity as a citizen: 'the zone of proximal development' (Vygotsky). It is a learning-and a living-strategy. Step 1 is a sense opener. What does the subject mean to the learner? Step 2 is based on knowledge and theory and in Step 3 this knowledge is applied in reality. In Step 4, the learners communicate and reflect on the previous steps and prelect on the next ones. Step 5 is the preparation and Step 6 the presentation of the theme. Step 7 is a reflection and an integration of the route into reality and the own behaviour. What can I get out of this and how can I use it for my own life? The structure and phases of each route are essentially the same for the four age-groups. However, the age-groups 3-6/7-11 and 12-16/17-25 are combined in the route-handbook, while the suitability of the tasks for the age groups is carefully indicated. Differentiation is realised according to the level of knowledge, the working and presentation forms and as a result, a learner could follow each theme four times between the ages 3 and 25 years.

### The Structure

For the learning routes Tessa Schinkel and Wim Kratsborn designed a special structure that's useful in all the routes and themes. It provides general information for teachers in 'Come to gather' and continues to give a more detailed description for each theme in 'Hold the line', explaining the aims and giving a visual overview in the organizer 'The Bubble'.

'Braindrops' provides some theoretical background information with links to the book 'Europe makes sense' and other useful literature as well as aesthetical sources such as music, images and websites. Last but not least, each route is presented in 7 Steps for the learner and the teacher. Each step for the Learners Route is structured by 'Learner', 'Teacher', 'To-Gather' and 'Option'. Each step in the teacher route starts with preparation and then items are linked to the learners route. Learners will find attachments while teachers find a useful collection of knowledge, didactical tips and links to sources of knowledge, material and good practice from To-Gather-schools.

Even though there is a global structure that each student from 3-25 years should follow, we adapt to specific age-groups in terms of knowledge, working form and the materials used. But we also want to leave some space because each Step is a source of inspiration for you to develop further. As a To-Gather teacher you can use the basic structure we provide and adapt it to the level of your learners as well as to the educational setting of your country. We realized that it is impossible to produce one European learning route, because of big differences in education in Europe. However, we believe that every European will benefit from the To-Gather approach to learning as well as from the topics discussed. We witnessed a great diversity of ideas about learning strategies, didactics, level and ability of the learner and there's nothing wrong with that. Children in Ljubljana, for example, learn in a way that is completely different to what children do in the Netherlands. For example in Latvia the level of knowledge is higher and the children start to develop empathy and citizenship already about 2 years old. Students in Denmark learn more freely and creative, while students in Portugal and Latvia ask the teacher to give knowledge and a clear structure. Feel free to follow the route as we designed it or make and take your own steps and create a route that is suitable for your circumstances. That is exactly what the learners and teachers did during our practical tests between 2006 and 2009. Just make sure to share your experiences on [www.to-gather.org](http://www.to-gather.org). We will be happy to facilitate a lively discussion on our website between teachers all over Europe because in our eyes, collaboration is the way forward.

The challenge of To-Gather, the European Multiple Choice Identity project is to design learning routes that are concrete and open, structured and flexible, knowledge-based and creative, learner-centred and teacher-centred, individualistic and cooperative, universal and diverse, national and European. We give basic knowledge and we try to find a balance with creative learning. It's up to you to gather more knowledge or to find other creative working forms or tools. The route is learner-centred, but in each step you have a guiding as well as a leading role by giving knowledge or instruction. That's why we also designed a teacher route next to a learner route. The route for the age-group 3-11 are directed to the teacher, while the routes for 12-25 are directed to the student. Furthermore we emphasize cooperative learning, but in some steps the learner has to work individually. Also the assignment is individual. Finally we try to be multi-perspectivistic by looking at a theme from different cultural and national points of view, while leaving for an own interpretation. Each route is about sharing responsibility of the learner and the teacher and each step is meant as an anchor during the learning and teaching process. We give material and suggestion and it's up to you how to use it with your own children or students in your own country. We are looking forward to hear your feedback on [www.to-gather.org](http://www.to-gather.org).

## Hold the line

**Migration and mobility are hot items in 'the multiple society'. Millions of people move inside Europe and also into Europe. This is called 'The Great Trek'. This route is rather complex. It is about advantages and disadvantages of migration within and into Europe from Northern Africa, South America, the Middle East and Asia. We want to think about questions such as, Is this a clash of civilisations or a new mix of civilisations? Is cultural diversity energizing or blockading the future? Migration is an important theme because it has a great impact on young people in the present and in the future.**

The metaphor for this route is 'To-Gatherland' where different cultures live together in a respectful way and with the right 'mix-factor'. It is like Utopia, a land that's not on the map, but where everybody wants to go to (Oscar Wilde). The learners walk step by step to 'To-Gatherland', which is a land, where they and migrants would like to live in. The little dragon Mu is the guide for the children and helps with the making of 'To-Gatherland'. And throughout the routes, we use many tools, like 'the shoe', 'the box', 'the To-Gatherbag'. 'The shoe' is the metaphor for migration in step 3 and for dancing in step 6. 'The box' is about 'the multiple choice identity' and at each step the children use these objects in different ways. They put things inside the box and also decorate the outside as a visualisation of their 'multiple choice identity': 'thinking outside the box'.

At the end of the route they show their identity to others in a exhibition. Like in other routes, the children put things from home in their To-Gatherbag' and in the theme 'Migration' the bag is even a more appropriate tool.

The 7 Steps of Route 4 for the age-group 3-11  
As a positive sense-opener we use different kinds of food in Step 1. The children experience and enjoy food, drink, design, dance and music from the countries of migrants in the restaurant 'The multiple taste identity'. Creating the restaurant is a good opportunity to involve parents and grandparents.

Step 2 is about basic knowledge of migration in the past and the present. It is about the causes and consequences of migration to or from the own country. The source of inspiration for the children is the little dragon Mu, who comes from Dragonia and visits Europe with his parents. It is essential that the children gather knowledge about the diversity of migrants, their background and the general causes and consequences of migration. The children follow Mu and migrants in

their 'shoe' and carrying 'the box' with them and fill it with knowledge, images and music.

In Step 3 the children 'migrate' to a country, where many migrants of their own country are from. They research, study and experience the circumstances of migration. This step is about focussing on the Other through rituals, religion, clothes, food, ornaments, behaviour, etcetera. Each child has a box and fills it with collected items from the land of the migrant: the heart or/and? the soul. The box can be furnished with all kinds of objects, images, music and poems. Then they give it to migrants from that country and ask them to design the outer sides of the box. The older children could also write a letter to Amnesty for help or to the child of a migrant.

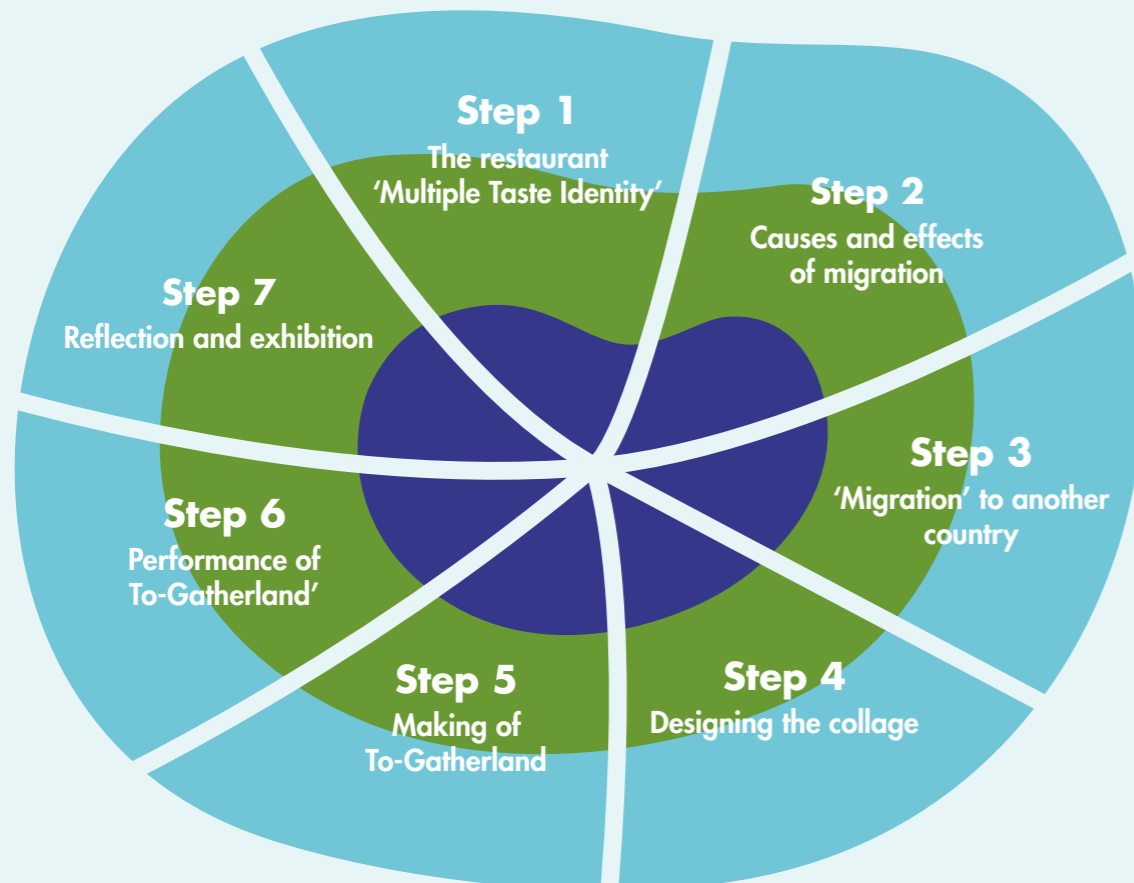
In Step 4 the children work in groups in order to visualize and present their experiences about migration. They can use all kinds of information and materials like 'the box' or a big collage for example. They communicate/discuss and reflect about their experiences with other children in their classroom and with migrants as well.

In Step 5, 6 and 7, the children make/create their own 'To-Gatherland', a utopia for migrants. In Step 5 the children conceptualise and prepare it in the theatre-play 'To-Gatherland'. Each one of them is involved in different ways using music, dance, fashion, a powerpoint presentation and other materials and props. Step 6 is a highlight because that's when the children perform their own learning-process with the theatre play 'Mu goes to To-Gatherland'.

Step 7 is about reflecting the route and the own 'multiple choice identity'. It is also about sharing 'To-Gatherland' with other children in Europe and their family and friends. They can send postcards to other children in Europe ('Postcrossing'). Who knows, they may even find a pen pal.

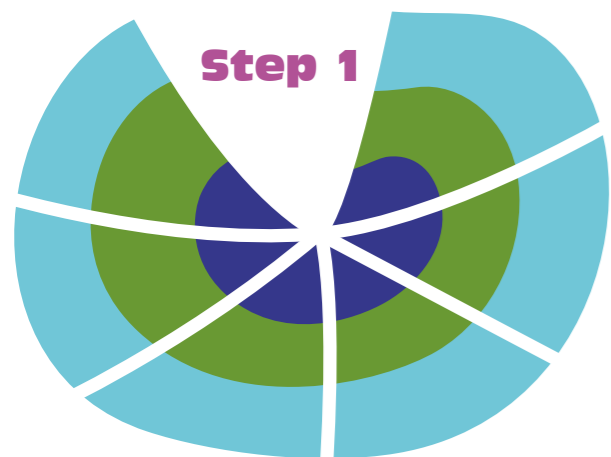
## Aims

- 1 Each child gathers knowledge about the causes and consequences of migration and mobility.
- 2 The child experiences cultural values of migrants in a changing world.
- 3 The child experiences migration by moving virtually from his own country to another country: 'real life learning'!!
- 4 The child creates an own 'To-Gatherland' through and in the theatre-play 'To-Gatherland'.
- 5 The child integrates and presents an aesthetical mix of the culture of his own and a migrant's culture.
- 6 The child develops the own multiple choice identity through aesthetics, (authentic) music, dance, symbols, fashion, visual arts, cultural heritage and educational gaming.
- 7 The child works on/with the five minds for the future.



## Braindrops

- Read about 'The Bubble of Migration and Mobility' in chapter 2.1
- 'Welcome to the Multiple Society' in 'Europe Makes Sense'
- Read chapter 5 'The Future is not like it was Before' in 'Europe Makes Sense'
- Read 'Plug in Music' in chapter 3.3 in 'Europe Makes Sense'
- Read 'The Great Trek' Magnus Enzensberger
- Engage with good work of Amnesty and NGO's for migrants
- Listen to music about migration or music from the culture of migrants
- Google to: Migration



## The sense-opened citizen

### Aims

- The senses of the learner are activated through the personal mix of food from different cultures as a positive example of a 'multiple choice identity' (such as pizza, bacon, goulash, tartar, rice, feta, spaghetti, Turkish bread, macaroni, lasagne, ice, salmon, wine, haring and beer).
- The children visualize the multi-cultures as a restaurant and in their own classroom.
- The parents and grandparents are involved in the selection of information and material.

### To-Gather

The classroom is transformed into the restaurant 'Multiple Taste Identity'. The room is divided into five parts. One part represents the own country, while the other parts represent migrants' countries. Parents and grandparents are involved in the preparation of the restaurant. They gather information about different foods and drinks from the four European countries that were chosen. They prepare the food and organise the drinks. And the children bring it to the 'restaurant' and arrange the food as a visualisation of the multiple taste identity.

### Learner

The children are divided into groups or 'cultures' and each group prepares a recipe from a different culture. They eat and drink together and each child is cook, waiter and customer. Finally they eat and drink their food (buffet-style) with dancing and singing. ('diner dansant'). The room is filled with music of migrants during the dinner and the floor of the restaurant becomes a map, so that the children can 'migrate' from one country to the other.

### To-Gather

#### Questions to talk about with Mu:

What is my private taste? What did I like, or not? How did I feel? What is the own experience with mobility like going on holiday, visiting the grandparents or a friend, going to school or shopping in a supermarket. What do the children know, feel and do about migration and mobility in their own environment? What do they think and feel about migrants?

3-6 years: Use Mu as a puppet and let him tell what he thinks. He doesn't like food, music or any kind of object that he doesn't know. Then he asks the children what they think. They can make drawings about their own experiences or can try to explain Mu why it can be nice and interesting to try new things.

### Teacher

The teacher asks the children to talk with their (grand-) parents or guardians at home about migrants in the neighbourhood. The parents and the children gather information, objects, pictures and music about migrants. The teacher explains the journey to 'To-Gatherland' and that they will do it by foot. That's why the children have to bring a shoe-box and later a (old) shoe to school.

### To-Gather

The learners talk with Mu about migration at home and are supposed to gather all kinds of material such as images, objects and music about migration and migrants. They collect these things in the 'To-Gather-bag' for Step 2. Additionally, they can think about what migrants would take with them. It would be great if parents and guardians make a contribution as well. Each child has a notebook in his To-Gather-bag and the parents may draw a picture or write a short story into the notebook.

## Teacher's route

### Step 1

#### Preparation

- Write a letter on the school-website to inform the parents and the colleagues about the route 'Migration and mobility'.
- Motivate and inform the children and the parents beforehand to prepare food and drinks for the restaurant 'Multiple Taste Identity'.
- Choose the countries or cultures that you want to discuss.
- Produce an adjustment to the recipe-book for the restaurant.
- Invite parents, colleagues and other children of the school to be the audience of the restaurant and during the presentation/performance in Step 6.
- Organise a room for the restaurant and gather music, food and drinks about migrants in cooperation with the parents. Some migrants may be critical about the use of their food and drinks as a stereotypical image.
- Prepare a circle-talk with images about features of the cultures presented in the recipe-book. See attachment 1 for examples
- Look at the website [www.to-gather.org](http://www.to-gather.org) for the presentations in Ljubljana and Porto.
- Put a poster of the route on the wall of your school and add information, drawings, pictures, poems or stories from the children step by step.

#### The restaurant 'Multiple Taste Identity'

- We would like to start in a positive way in Step 1 with a mix of food from different cultures of migrants in Europe. The classroom is transformed into the restaurant 'Multiple Taste Identity'. However, the multiple taste identity also relates to clothes, objects and music.
- Collect music from five cultures of migrants that came to your country.
- Gather music about leaving home or about going to an unknown place.
- Classical and modern music may also be meaningful as a source of inspiration or background.

#### Circle talk

- It is option that you have an own To-Gatherbag' full of things about migration.
- It is essential that the children feel safe in order to talk about their opinion about migration and migrants. They use their own experiences as their sense opener.
- Explain the idea of 'the box' and 'the shoe'. The box is about the identity of the child according to migration and in each step the child may fill the box with new information or material. What does the child think, feel and experience? The box is visualisation and expression of the 'multiple choice identity'.
- Mu is the guide and he provokes the children by not putting new things inside his box. He asks the children what they want to put in their box.
- In the To-Gather bag the children take information, objects and music about migration from home. It is essential that the parents also contribute to the bag and write or draw something in the notebook. In this way the bag is a kind of family-dossier about migration.
- Stimulate the children to bring a shoe-box with them to the class.

#### Option:

The teacher gives an example of his own experience with migration and migrants for example during holidays, new neighbours or living in a multi-cultural society. Let the children talk about similar experiences and motivate them to find and contribute pictures or music about their own experiences.

## Recipes-booklet of migrants

### Shirin-Polow (Iran)

#### Ingredients (4 servings):

- basmati or long-grain rice, 500 grams
- chicken, 800 grams
- cooking oil
- butter, 2 spoons
- almonds, 50 grams
- pistachios, 50 grams
- orange peel, 100 grams
- sugar, two spoons
- large onions, two
- sugar, 500 grams
- saffron, 1/2 teaspoon
- salt
- black pepper

#### Directions:

Soak rice in warm water for 2 hours. Wash chicken. Peel and thinly slice onions. Fry in oil until slightly golden. Add chicken pieces and fry until color changes. Add a glass of hot water, salt and pepper and cook over medium heat for about 20 minutes. Add more hot water during cooking if necessary. About 1/2 glass of water should be left at the end. Remove chicken bones.

Save three spoons of sugar for later use. Add remaining sugar to a glass of hot water and bring to a boil. Add chicken juice, 2-3 spoons of oil and saffron, and mix well.

Thinly slice almonds and pistachios. Soak almonds in cold water for an hour. Thinly slice orange peels. Boil for a few minutes, drain and repeat. Soak in cold water for an hour, drain, and repeat. Finally boil for a few minutes with three spoons of sugar, and drain.

Prepare rice using the recipe for polow. When rice is rinsed, pour a bit of oil and hot water in a pot, and add 1/2 of rice. Spread chicken pieces over the rice, and cover with 1/2 of remaining rice. Spread half of almonds and orange peel over rice and cover with remaining rice. Pour sugar and chicken-juice mix prepared earlier over rice. Cover and cook over low heat for about 30 minutes. Add remainder of almonds, orange peel, and pistachios, and mix well.

### Spicy Grilled Beef Kabobs- (turkish)

#### Ingredients:

- 1 1/2-2 lbs beef sirloin steaks
- 3 garlic cloves, minced
- 2 teaspoons smoked paprika (or 1 teaspoon Hungarian hot paprika)
- 1/2 teaspoon ground turmeric
- 1 teaspoon ground cumin
- 1 teaspoon kosher salt
- 1/2 teaspoon fresh ground black pepper
- 1/3 cup red wine vinegar
- 1/2 cup olive oil

#### Directions:

- Cut the beef into 1 1/2 " cubes and place into a mixing bowl or large plastic sealable bag.
- Place the garlic, spices, and wine vinegar into a food processor. Blend and while still blending, drizzle in olive oil, mix well.
- Pour marinade mixture over beef and mix well, marinate in fridge for 2 - 4 hours.
- Preheat the grill to medium-high heat. Thread the meat onto the skewers leaving about 1/2-inch in between the pieces of meat. Place on the grill and cook, with lid lowered, 2 to 3 minutes per side, 8 to 12 minutes in all (8 minutes for rare and 12 for medium).
- Remove from the heat to aluminum foil, wrap and allow to rest for 2 to 3 minutes prior to serving.

### Moroccan tagine

#### Ingredients (4 servings):

- 2 teaspoons vegetable oil
- 2 cups chopped onion
- 2 large cloves garlic, crushed
- 1 cup carrots, sliced crosswise 1/8 inch thick
- 1 large green bell pepper, cut into 1/4 inch strips
- 1 teaspoon ground cumin
- 1/2 teaspoon each: ground allspice, ground ginger, and turmeric
- 1/4 teaspoon each: cinnamon, salt and cayenne pepper
- 1 cup water
- 1 medium eggplant, peeled and cut into 1/4 inch cubes (about 4 cups)
- 1 1-pound can chopped tomatoes
- 1/2 cup raisins
- 1 1-pound can chick peas, rinsed and drained (or 2 cups of cooked chick peas)

#### Preparation:

- Heat oil in a large saucepan over medium heat. Add onion and garlic. Cook, stirring occasionally, 3 minutes. Add carrots, bell pepper, spices and 1/2 cup of the water. Cook, stirring occasionally, 5 minutes.
- Add all remaining ingredients. Cover and simmer over medium-low heat, 30 minutes or until vegetables are tender. Stir several times during cooking. Serve over couscous, rice or any cooked grain.



## Knowledge-based citizen

### Aims

- Gather information about the causes and effects of migration and mobility.
- What happens to migrants? The focus is on customs, family and friends, objects, music, images, norms and values.

### To-Gather

The children talk about what they discussed with their parents and they talk about the items in their 'To-Gather-Bag'.

Ask the children: What do these materials tell about the country of the migrants.

Let the children listen to music about leaving home and migration. Let them explain what their and/or their parents put into their 'Notebook'.

Put the material in the departments of the selected country of the migrants.

Together with the children, migration routes are drawn on the map of the world on the wall.

Learner: Visualisation of migration and mobility through the clip of the story of Mu, the little dragon visiting Europe (link). The children fill out the 'feelings diagram' (see attachment 2)

### To-Gather

**3-6** 3-6 years: The teacher also tells a story about fragments of the story of Mu such as leaving home, his arrival, his feelings in the new country and how he makes new friends.

The children listen to and later talk about the little dragon Mu and his experiences.

**7-11** 7-11 years: The learners talk about the 'Feelings diagram' and Mu's dilemmas as a migrant. They may visit other houses of the educational computer game 'European House' as a way to gather information about migrants/other cultures.

### Teacher

The teacher gives general information about migration of the past and the present from different entry points. Where do migrants come from or where are they going to? What is the land that lives inside? The teacher tells a story and shows images of a child who leaves home and migrates.

Invite migrants as guest-speakers and ask them to

bring pictures, videos, toys, clothing, food, music or other material from their own country to show to the children.

### Learner

The children gather information about migration from and to their own country and they use different entry points such as books, comic strips, children's websites, CDs and images. The parents are also involved.

All the material is placed in the different countries or places of the classroom.

Mu talks about his To-Gather-bag and about things that he doesn't know. He asks the children what they know about migration and he uses the five Ws: who, what, when, where and why. He also asks the children to gather pictures of migrants. Maybe the children want to put a picture, a poem or an object into their box (see attachment 1). Mu asks the children to take an old shoe with them from home.



Painting by Vincent van Gogh



'Shoe' of Dior with a 'box'

## Teacher's route

### Step 2

#### Preparation

- Divide the classroom in four or five departments, the own country and the country from migrants.
- Hang a map of the world on the wall.
- Gather information about migration-waves of migrants to your country.
- Gather hot/current news about migration and mobility from papers, the media and the internet.
- Find a story about a (local) migrant and, if possible, a story about a migrant child.

#### To-Gather-Bag

It is essential to use the information and material collected by the children. Let the children tell how they did get it and why they did put in the bag. Use your own experiences to put them into context.

The classroom is divided into five countries/places including the own country. The floor is the map of Europe, while a map of the world is hanging on the wall. Together with the children information and material should be put in the five places in the classroom. Pictures can be put on the map and a digital board is very useful to link to websites about specific migrants or countries. Use videos from YouTube or other websites.

#### Knowledge

In Step 2 you/Mu give information in form of a story, images, objects, authentic dance and music. You may also use music from migrants or music about leaving or coming home. It is a good way for children to get deep contact with the theme. The basic questions are: What are the causes of mobility and migration? What does it mean for the people who are staying? What does it mean for the people who are leaving their homeland and arriving in a new land? What does it mean to the people in the land of arrival?

#### What are the positive and negative effects?

For the age-group 3-6 the information should be very concrete and close to their lives.

It is essential to provide basic information about migration of the past and the present, because there is a lot of confusion and wrong information.

#### Go to:

Migrants and Minorities in Europe – Basic Data and Trends

Link: [www.interculturaldialogue.eu/web/files/10/en/Sharing\\_Diversity\\_Annex\\_4.pdf](http://www.interculturaldialogue.eu/web/files/10/en/Sharing_Diversity_Annex_4.pdf)

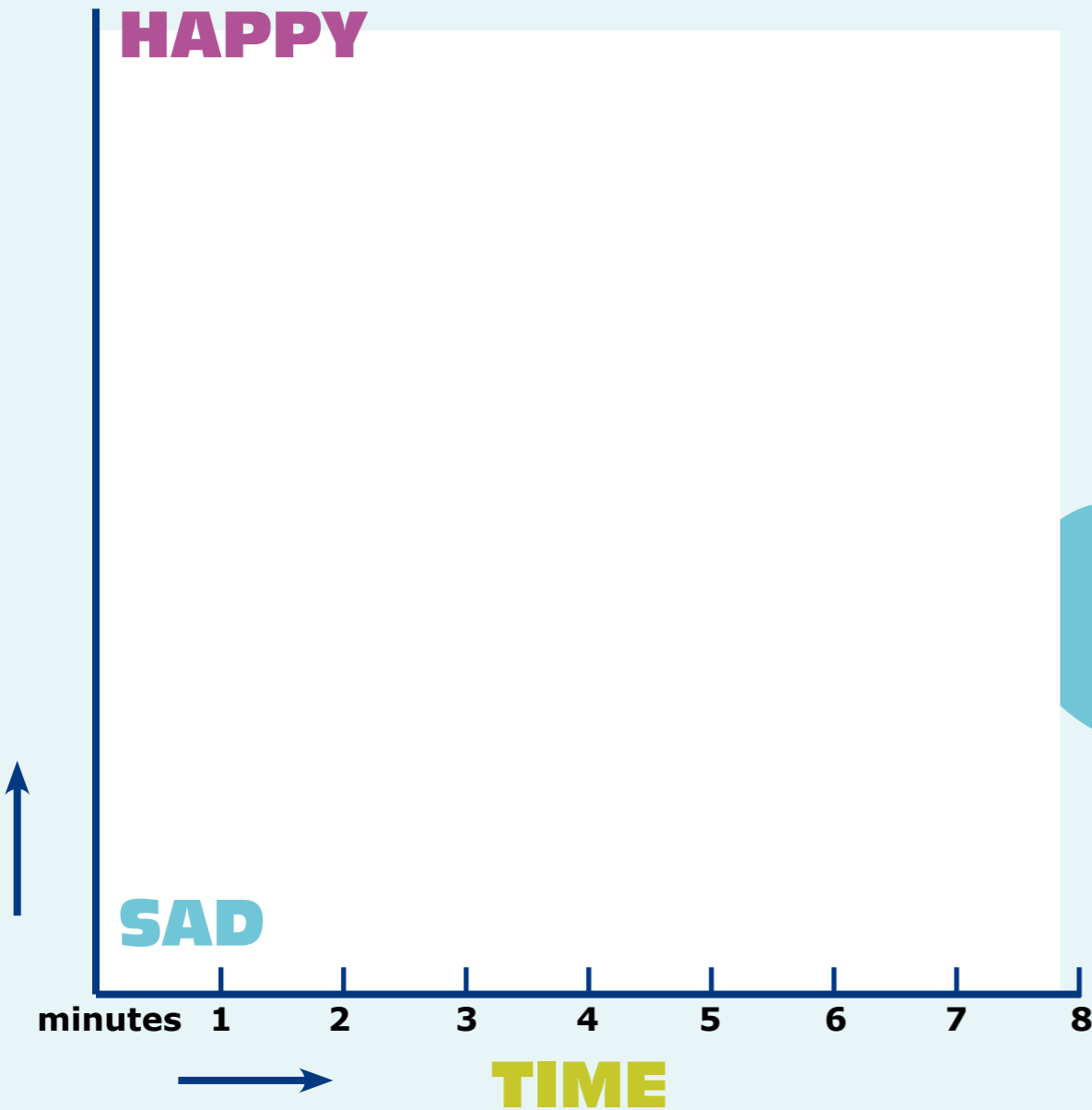
#### Go to:

Super storyteller Joanna Macy about the Great Turning [http://www.youtube.com/watch?v=LwIXTAT8rLk&feature=Playlist&p=3219CF47FF517445&playnext=1&playnext\\_from=PL&index=21](http://www.youtube.com/watch?v=LwIXTAT8rLk&feature=Playlist&p=3219CF47FF517445&playnext=1&playnext_from=PL&index=21):

Like in Route 1, the learners have (their own) notebook about migration in which they write, draw and internalize their knowledge and feelings, like a journal/diary.

For children aged 3-6 it may be drawings and for children aged 7-11 it could be a letter that they write to a migrant-child.

## The feeling diagram of Mu



## Attachment 2

## Body of knowledge

### Europe: Population and Migration in 2005 (sourced from the Internet)

By Rainer Muenz, Hamburg Institute of International Economics and Erste Bank/June 2006

After having been primarily countries of emigration for more than two centuries, many parts of Europe gradually became destinations for international migrants in the last 50 years.

As a result, the number of European countries with a positive migration balance — meaning more people have entered than left the country — has grown over the last decades. In many cases, the size of net migration determines whether a country still has population growth or is entering a stage of population decline.

According to 2005 data, all countries of Western Europe (the European Union's first 15 members (EU-15), Norway, and Switzerland) have a positive migration balance, as do six of the 10 new EU Member States — Cyprus, the Czech Republic, Hungary, Malta, Slovenia, and Slovakia. It is very likely that, sooner or later, this will also be the case in the rest of Europe.

#### Natural Population Change

Demographic stagnation best describes Europe's native populations. Between 2000 and 2004, the annual natural population change (births minus deaths) in the EU-15 was as low as +0.1 percent. Most new EU Member States in Central Europe and several countries in Southern Europe experienced natural population decline.

#### Immigration-Driven Population Growth

During the 1990s and early 2000s, immigration to southern Europe — particularly Italy, Portugal, and Spain — as well as to Austria, Ireland, and the UK increased considerably. At the same time, the number of immigrants arriving in Belgium, Germany, and the Netherlands decreased. Some countries — including Croatia, Slovakia, and Slovenia — still had more emigration than immigration in the early 1990s but have become immigration countries over the last decade.

Several countries, in particular the Czech Republic, Italy, Greece, Slovenia, and Slovakia, only showed a population growth in 2005 because of immigration. In other countries, such as Germany and Hungary,

recent population decline would have been much larger without a positive migration balance. The EU-25, in 2005, had an overall net migration rate of +3.7 per 1,000 inhabitants and a net gain from international migration of +1.8 million people. This accounts for almost 85 percent of Europe's total population growth in 2005.

Relative to population size, the Greek part of Cyprus had the largest positive migration balance (+27.2 per 1,000 inhabitants), followed by Spain (+15.0), Ireland (+11.4), Austria (+7.4), Italy (+5.8), Malta (+5.0), Switzerland (+4.7), Norway (4.7), and Portugal (+3.8). In contrast, Lithuania (-3.0 per 1,000 inhabitants), the Netherlands (-1.8), Latvia (-0.5), Poland (-0.3), Estonia (-0.3), Romania (-0.5), and Bulgaria (-1.8) had a negative migration balance.

Net migration in absolute numbers in 2005 was largest in Spain (+652,000) and Italy (+338,000), followed by the UK (+196,000), France (+103,000), Germany (+99,000), Portugal (+64,000), Austria (+61,000), and Ireland (+47,000). Among the new EU Member States and accession countries in Central Europe, the Czech Republic experienced the largest net migration gain (+36,000). But Hungary, Slovakia, and Slovenia also had a positive migration balance, as did EU candidate country Croatia.

#### Foreign-Born Population

In most of today's EU and EEA countries, the number and share of the foreign-born population has increased. Since the early 1990s, the largest increases occurred in Spain. Relative to population size, increases have also been considerable in Austria, Cyprus, Ireland, and Luxembourg.

Of the 474 million citizens and legal foreign residents of the EU/EEA and Switzerland, some 42 million were born outside their European country of residence. In absolute terms, Germany had by far the largest foreign-born population (10.1 million), followed by France (6.4 million), the UK (5.8 million), Spain (4.8 million), Italy (2.5 million), Switzerland (1.7 million), and the Netherlands (1.6 million).

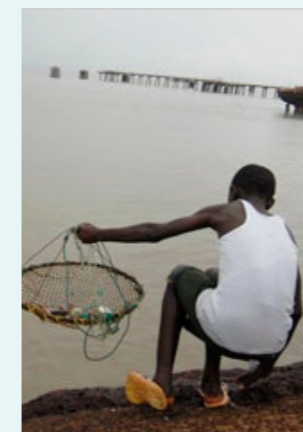
## Example for a real story about migration

(sourced from the internet)

### Empty Seas

Europe Takes Africa's Fish, and Boatloads of Migrants Follow KAYAR, Senegal — Ale Nodye, the son and grandson of fishermen in this northern Senegalese village, said that for the past six years he netted barely enough fish to buy fuel for his boat. So he jumped at the chance for a new beginning. He volunteered to captain a wooden canoe full of 87 Africans to the Canary Islands in the hopes of making their way illegally to Europe.

*Empty Seas: Europe's Appetite for Seafood Propels Illegal Trade (January 15, 2008)*



*Candace Feit for The New York Times*

A young boy catching crabs at the port in Bissau, Guinea-Bissau, where fishermen who were buying more boats less than a decade ago now complain they are in debt and looking to get out of the business.

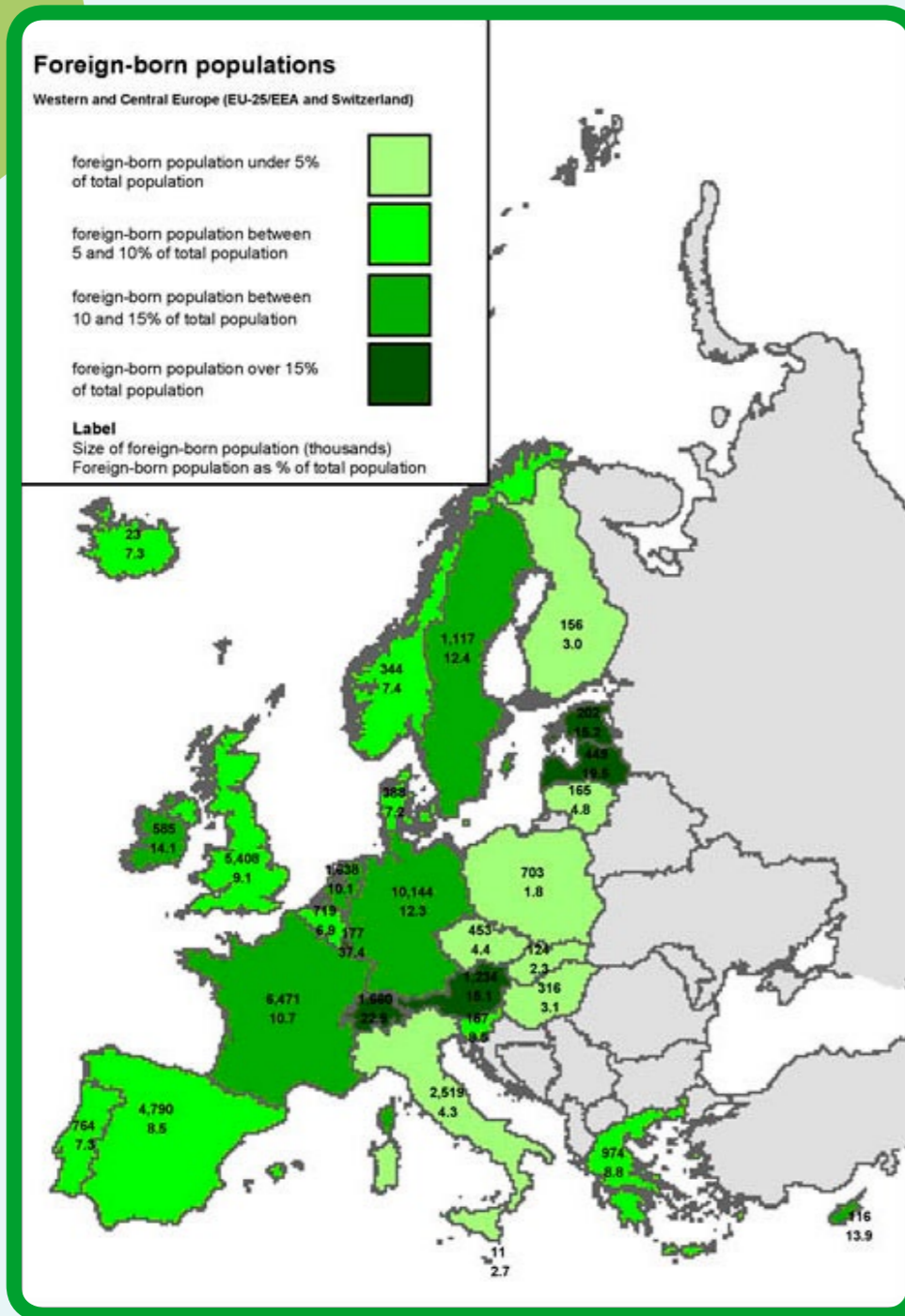
The 2006 voyage ended badly. He and his passengers were arrested and deported. His cousin died on a similar mission not long afterward. Nonetheless, Mr. Nodye, 27, said he intended to try again. "I could be a fisherman there," he said. "Life is better there. There are no fish in the sea here anymore."

Many scientists agree. A vast flotilla of industrial trawlers from the European Union, China, Russia and elsewhere, together with an abundance of local boats, have so thoroughly scoured northwest Africa's ocean floor that major fish populations are collapsing. That has crippled coastal economies and added to the surge of illegal migrants who brave the high seas in wooden pirogues hoping to reach Europe. While reasons for immigration are as varied as fish species, Europe's lure has clearly intensified as northwest Africa's fish population has dwindled. Last year roughly 31,000 Africans tried to reach the Canary Islands, a prime transit point to Europe, in more than 900 boats. About 6,000 died or disappeared,

\*) <http://www.nytimes.com/2008/01/14/world/africa/14fishing.html>



according to one estimate cited by the United Nations. The region's governments bear much of the blame for their fisheries' decline. Many have allowed a desire for money from foreign fleets to override concern about the long-term health of their fisheries. Illegal fishermen are notoriously common; efforts to control fishing, rare. But in the view of West African fishermen, Europe is having its fish and eating them, too. Their own waters largely fished out, European nations have steered their heavily subsidized fleets to Africa.\*



It is worth noting, however, that the majority of the foreign-born populations in Estonia and Latvia are of ethnic Russian origin. These Russians had settled as internal migrants during the Soviet era and only "became" international migrants when the former Soviet Union broke up. Indeed, the size of Latvia and Estonia's foreign-born populations decreased in the 1990s as ethnic Russians returned to Russia.

In the majority of Western European countries, the foreign-born population accounted for between seven and 15 percent of the total population. In most of the new EU Member States in Central Europe (with the exception of the Baltic

States and Slovenia) the share of foreign born was still below five percent (see Table 2).

### Conclusion

Europe's demographic situation is characterized by growing life expectancy and declining birth rates. This leads to a situation in which more and more countries are experiencing a decrease in the size of their native populations.

In contrast to earlier historical periods, most countries of Europe now see more immigrants entering than emigrants leaving. As a result, the EU as a whole and most Member States report population growth mainly driven by net gains from migration.



## Problem-solving citizen

### Aims

- Visit the land of a migrant.
- Identify with the Other: the migrant.
  - Experience the situation virtually and in reality.
- Go on to the internet to 'visit' another country and also visit migrants in your own town.
- Real life learning by visiting a place where migrants stay. Meet them and try to solve a problem or give a helping hand. Alternatively, you can invite migrants to your school.

### Learner

Each child shows their 'shoe' to the other children. Another option is that children make a shoe.

As a task-group, the children pretend to migrate to another country. Each group 'migrates' to a different country, which is displayed in one part of the classroom. One of the groups migrates from the own country to another country. The learners furnish their box with their new knowledge and insight as well as their attitude towards it.

### The 'migration'

- 3-6** 3-6 years: At first, every group looks at the own country using objects, a photo-book, pictures, clothes and music. Each child puts pictures, drawings and (national) colours on 'the shoe' or paint it.

**7-11** 7-11 years: **Each group:**

- makes a Mu-book 'Mu migrates to.....' or
- writes a letter to Amnesty or sends a postcard to Amnesty about a dilemma for the migrant in his life environment.

What would you like to put in or on your shoe?

### To-Gather

- 3-6** 3-6 years: Two migrants with different backgrounds talk about their life as a migrant. They show objects, clothes and music and tell short stories/anecdotes.

- 7-11** 7-11 years: The children visit migrants in the neighbourhood as a task-group and they take their shoe with them. Together with the teacher they prepare questions that help them understand some of the problems that these migrants have in their neighbourhood. They could ask questions, such as 'Why are you leaving your country?' or 'What are your dreams' or 'Where does the shoe hurt most'?

Maybe they can take pictures, which they can use for their box/shoe

And they can ask a migrant child to draw something on their shoe.

### Option:

With the pictures of Step 2 and the answers of the interviews they can make a film with 'moviemaker' and/or 'photostory'. 'Moviemaker' is a standard application of Windows XP. 'Photostory' is a user-friendly software that can be download from internet. This 'documentary' can be used as a visualisation of their learning process, or as a storyboard for the theatre-play 'To-Gatherland'.

They can also use the interviews as a storyline for a poem. They could sing the poem and either look for suitable music or make music themselves. They could use all kinds of objects in the classroom to make sounds and noises. They could use the shoes on the ground, stamp with their feet, make noise with their clothes or use their hands and bodies.

## Teacher's route

### Step 3

#### Preparation

- Gather information, images and music about the countries or cultures you chose to discuss. You may give each group a basic package and from there they can find new information.
- Organise the guest-speaker(s) or a visit to migrants of your town.
- Prepare the different corners of the classroom and facilitate space to exhibit all the objects, images, clothing and music (headphones) that have been and will be collected.

#### Migration

In Step 3, the children experience opportunities and dilemmas of migration. They 'migrate' to a country where many migrants of their own country are from. This is 'real life learning'. Concretely they go to one of the places/countries in the classroom and Mu waves them goodbye.

The children try to find out why people are leaving their country.

They communicate, do research and write a letter or a postcard about their experiences. This is about identification with the other and empathy. They express it in the notebook.

You should help and guide the children during their 'migration' by giving them material, information about that specific migration country.

#### The visit

- 3-6** 3-6 years: Two migrants come into the school and talk to the children about their experiences. Where are they from? Why did they leave their land? How often are they going back? Who/what did they leave behind? What do they miss? What do they gain?

- 7-11** 7-11 years: The children visit migrants in the neighbourhood together with the teacher or parents. The children are asked to find a problem and ways to improve the situation. They ask a migrant to express his desire and put it on their box.

When there are no migrants in the neighbourhood you may invite migrants from elsewhere.

Another possibility would be to get in contact with children who live a mobile way of life like children, who travel with a fair, a circus, sailors or backpackers with their children or new nomads in the cultural and spiritual field, Ziganes, Artist travellers like Bazhe.

[http://www.youtube.com/watch?v=s109\\_kbT2nc&feature=Playlist&p=E53DEDC6E966B7BD&playnext=1&playnext\\_from=PL&index=1](http://www.youtube.com/watch?v=s109_kbT2nc&feature=Playlist&p=E53DEDC6E966B7BD&playnext=1&playnext_from=PL&index=1)

### Real life learning

Real life learning is essential and that is why the To-Gather learners visit and meet migrants in the virtual and the real world.

#### The children should ask themselves:

- what basic information do they need?
- what do they want to see?
- what problems are occurring and what can they do about that?
- what questions should be asked?
- what should they tell about the route?

The children may talk about what kind of experiences they had so far. This can be related to experiences they made in the classroom or on the website. In the end, all their experiences should be discussed in the context of children's rights. What happens to the children of migrants?

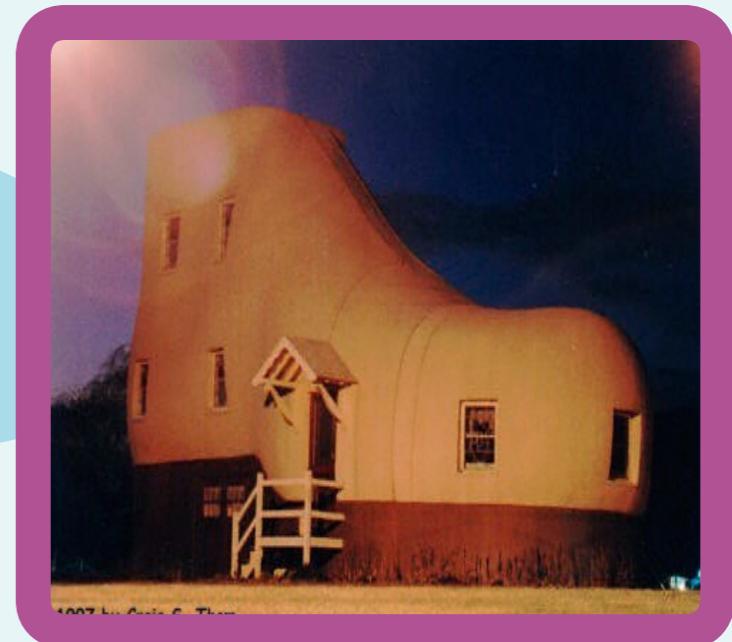
On the website they can exchange pictures, music and information. In the class a forum may be made for discussion.



Crazy shoe



Viktor & Rolf souvenir from famous Keukenhof



Shoe-house



## Communicative citizen

### Aims

- Communicate about dilemmas of migrants.
  - Design a collage of the own experiences as a migrant.
- Present the land of arrival and the land of departure. What's the land that lives inside?

### To-Gather

Together with the children, the teacher and Mu reflect on step 1-4.

This could happen in form of a circle-talk about the 'boxes', the booklets and the letters. They talk about dilemmas of migrants in the land of departure and the land of arrival and about solutions.

### Learner

The children visualize their experiences through a collage, which they make together with their working group. They draw the outlines of a real-size human figure on a large piece of paper (1.50-1.75 m.). Then they put images of the land they 'migrated' to, inside of the figure. Outside the figure, as the 'migrant's context', they use images from the land they are from.

- 3-6** 3-6 years: The younger age groups do the same task but together with the teacher and the other children. They, too, think about the land of arrival and the land that lives inside, using knowledge, images and music, their box, shoe, the booklet and a big collage. Another option is that half of the children work on the booklet and the other half on the collage. Then they both age groups imagine and activate both cultures using music, images, design, fashion, poetry and dance. For example, Moroccan and Dutch culture, Portuguese and Brazilian culture or Latvian and Russian culture.

### To-Gather

Presentation of the collage and discussion about the similarities and the differences between the groups of migrants and the people in the land of arrival.

### Option:

Each group mixes the music of the two cultures (their own culture and the culture they discussed as a group) and then the group dances on the mix of two cultures. Additionally, clothes can be mixed as well. They can use their 'shoe' as a source of inspiration. They can also combine traditional dance of a country with the music of another country: 'the to-gather-dance'

### Teacher

Gives instruction and prefection on the making of 'To-Gatherland' that will take place in Step 5 and 6. Use the theatre-play 'Mu goes to To-Gatherland' from ATVASE-school in Jurmala as good practice.

### To-Gather

They prelect on 'To-Gatherland' in a theatre-play. To-Gatherland is visualised and audiolised by:

- Music as an expression of the atmosphere in 'To-Gatherland'.
- Materials such as objects and clothes.
- Dance to express the roles in 'To-Gatherland.'
- Projection on a screen (overhead or beamer) of the map and the houses.

What is it going to look like? What material is needed? What kind of tools will be used?

What roles should be played? Who is responsible for what? What is the role of Mu? What is the meaning or aim?

### Option:

7-11: The children play the game 'The European House' and gather information about another country and other migrants.

7-11

## Teacher's route

### STEP 4

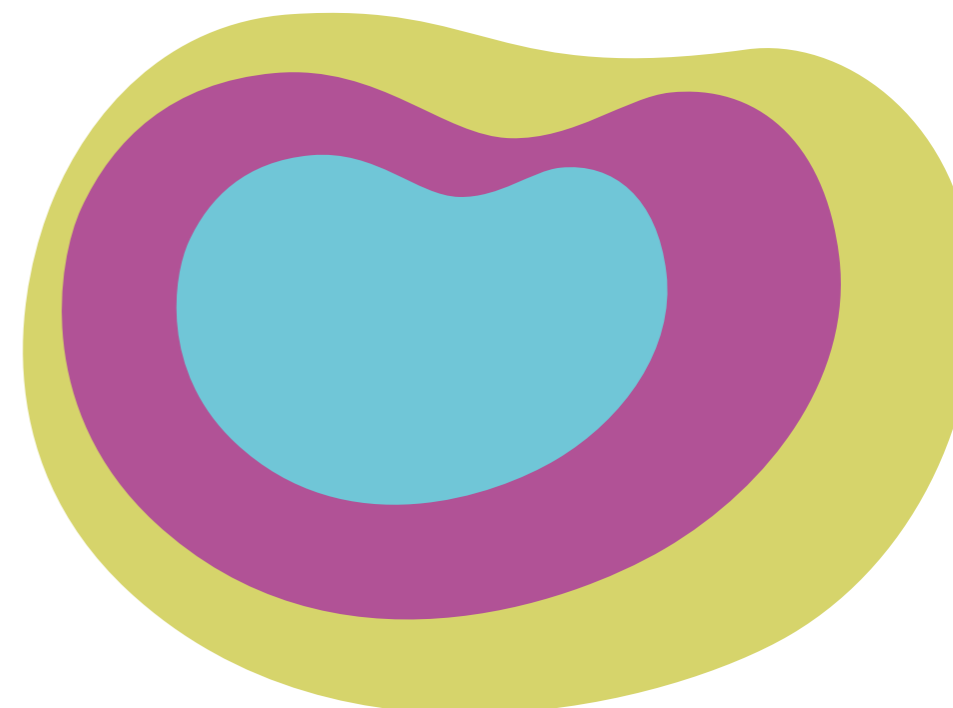
#### Preparation

- Use the website to make contact with other teachers to communicate about Step 1, 2 and 3 and about the next steps. Exchange and discuss the work of the children on the site and new ideas with other To-Gather teachers.
- Select some of the work produced and put it on the website [www.to-gather.org](http://www.to-gather.org).
- Look at good practice at the interview 'Porto' on the website [www.to-gather.org](http://www.to-gather.org).
- Read about the didactics of Reggio Emilia.
- Young children need an 'atelierista' and a 'pedagogista' who are able to work together. Older children need a 'mate' or a mentor from the school and maybe they can be a tutor for younger children as well. In addition, MU can ask questions a coach, who makes them think about appropriate things. It is important to always understand, at what level the children are and give advice in a proper way and at the right time. Everything the children do or say has to be noted because everything has a meaning and a logic. The learning process and progress must be written down and documented by photo, film and text for evaluation. The interventions of the teachers will be evaluated, too by other teachers. This is a lot of work and very intense but absolutely worthwhile.

#### 'To-Gatherland'

The children create 'To-Gatherland' through a theatre play.

- Do a circle talk about what the children have learned about migrants in the previous steps.
- What do they want to change?
- Let the children brainstorm about 'To-Gatherland' and let them make a design of 'To-Gatherland'.
- What is it going to look like? What material is needed? What kind of tools will be used?
- What roles should be played? Who is responsible for what? What is the role of Mu?
- Do a circle-talk about how 'To-Gatherland' is created in the theatre-play.
- You may invite migrants who play an advising or active role in the play.
- You may also ask a drama-teacher for advice.





## Creative citizen

### Aims

- The children concentrate on their learning process and the products that they have collected and produced in Step 1 to Step 5.
- The making of a mime-play (3-6) or the theatre-play (7-11) 'To-Gatherland'

### To-Gather

- The children divide the tasks amongst themselves.
- Together, they create the scenario.
- One group are the actor.
- Another group makes the clothes, the music and a powerpoint presentation as background setting.

Fill in the scenario for the theatre-play 'To-Gatherland' (duration: 10 minutes)

Scenes /time	Content	Roles	Material

## Teacher's route

### Step 5

#### Preparation

Invite migrants and parents to help with the theatre-play and materials.  
Check for each group all the material such as the 'box', 'the shoe', the collage and the letter  
Watch the theatre play of the children of the primary school ATVASE in Jurmala, Latvia and use it as a source of inspiration (go to: [www.to-gather.org](http://www.to-gather.org))  
Gather images, objects, clothes or music and other material for 'To-Gatherland'.

#### The making of 'To-Gatherland'

Give clear instructions for the performance of the play in Step 6 and the way it should be prepared. Organise room, material, equipment and help from the parents.  
The starting-point for the scenario are the experiences and ideas of the children.  
'To-Gatherland' is the imagination of their learning process from Step 1 till Step 5.  
You may help them with the storyline and how to divide roles but it is important to be conscious that it is the 'To-Gatherland' of the children .

#### Tips for 'To-Gatherland'

1. Mix dance and music from different cultures
2. Make a clear storyline with Mu as the guide and the star.
3. Make use of online sources (video clips, images, animations, etc.).
4. Let the children concentrate on solving problems or dilemmas in relation to migration.  
To-Gatherland is about a balance and a mix for the future.
5. Feel free to use the information of Step 2, the own experiences of Step 3.
6. Feel free to use fragments of existing music, use multi-cultural mixes of music or let the children make a new mix by themselves. Use old folk-songs, classical music, children's songs and popular songs. What's the original music of the country where Mu comes from?
7. Use street-dance, pantomime and mime (words may be put on the screen).  
What kind of moves did the ancestors and parents of Mu make?

#### Option:

The song 'Let's go urban' (instrumental) may be used with new lyrics. Let's mix.



Margarita Kamjaka, a 'real' dancer

## Attachment 4

**Options, themes, content & context of the theatre-play can be almost anything. Let it come from the children, their life worlds, their surrounding, the actuality and how they respond on that, their real life and how they experience it.**

- Mix music, dance and drama. Create objects, attributes, props, costumes and light.
- Use the infrastructure they live in, the town, village, playground, theatre or assembly hall of the school. But take MU's infrastructure into account as well. He travels through towns, cities and villages.
- Consider the digital and virtual connectedness by mobile telephony, computers, real time video conferencing, putting the results of the experiences on you tube and / or the website of To-Gatherproject on [www.to-gather.org](http://www.to-gather.org)
- Architecture is a deep and profound intercultural subject. Every child lives in a house or should do so. These houses have also an interior which gave the play the chance to get personal and intimate. At the same time knowledge can be offered by explanation of the differences in building houses and how housing looks like, cooking meals, sleeping rituals, furniture, agriculture, domestication of the animals, gardening, farmer life, nurturing, etc
- Street-culture; how to act and react in the open space outside the house (home). Peer groups, youth clubs, way to behave, move and dress. Shopping Malls, shop till you drop, the shopping identity. What would MU buy for casual clothes? How can you make a new or old piece of garment, say trousers make 'MU- customized'? How can you give MU with his costumes and attributes more a mixed style European-look? A mixed European style identity by studying the old folk dresses and dances. A sort of cultural anthropology by studying daily objects. Make new mixtures of dances, meals, music, costumes, gestures, languages, smells, etc. Use all this in painting a cross cultural décor and sort of shoes.
- Disco is a favourite subject; start with a comparison of clubs since the portable gramophone, disc man, iPod, etc. Also here we see a customized move; always your own choice of music by hand.
- Schools are changing a lot; from the more military organization ( top-down) to the more respectful way of encounter the pupils ( down-up / more democratic structures )
- codes of behaviour; how to communicate with each other, youth culture, fast changing norms and values, intercultural communication, rituals, ceremonies, influences from other religions, cultures and lifestyles, etc.



## Cooperative citizen

### Aims

- Performance of 'To-Gatherland'
- Children experience the mixing of cultures.
- The children learn to see through the eyes of others and listen through the ears of others.

### To-Gather

- Performance of the theatre-play, approximately 10 minutes.
- Communication between audience and performers.
- The children invite parents with 'free tickets' and also the migrants they have visited or seen as guest speakers.

## Teacher's route

### Step 6

#### Preparation

- The theatre-play 'To-Gatherland' is one of the highlights of this route. It may be done in the classroom or in the central place in room for the other children of the school.
- 'To-Gatherland' could also be presented at a place where migrants meet.
- Make a mix of music of two cultures.

#### To-Gatherland

- Invite parents, migrants, politicians and people from the municipality to the performance of 'To-Gatherland'. Ask the audience to write down or draw their own experiences. It is very essential to talk about the experiences of the players and the viewers.
- It is also possible to organise a central presentation. The children make a big circle around the presenting group. The teacher plays a fragment of music and the group has to dance on it. Another option is that a group in the circle has to react and dance on the music that fits to them.
- The mix-dance is inspired by the urban-culture in which young people dance on each other's music.

#### Further meaning

- 'Standing in the spotlight' is a major experience for almost every child. When they perform a play, they have not only studied moves, gestures, music and content on an intellectual level, but also from an inner experience that goes outward and is shown to an audience. They are been watched by the audience, parents, teachers and other children, who see a side of them that they may have never seen before. This gives a feeling of respect, renewal and vitality.
- Sub-consciously, children play their own truth and make use of the security of the aesthetical illusion. This gives room to the soul and heart. It is not necessary to speak about this healthy phenomenon (with the children) because it will do its work anyway.
- Children can now show their capacities and work on their other intelligences. They can match and stretch Howard Gardner's multiple intelligences. It can lead to more self esteem and a further empowering of their talents.

*Another pedagogical success is that children learn to co-operate with each other, which is a much-needed skill for modern society*





## Reflective and active citizen

### Aims

- Reflection on identity/citizenship from Route 1 and integration with migration and mobility.
- Reflection on migration and mobility in Europe.
- Becoming aware of the development of the own 'multiple choice identity'.
- Conceptualise and realise an action-plan to solve problems of migration in the own neighbourhood.
- Communication with other children in Europe about migration.

### To-Gather

The children look at other 'To-Gatherlands' and communicate/talk about it on the website or through postcards ('Postcrossing').



Postcards

### Learner

They make a link to museums or organisations that are active about migration. They may make contact with these organisations. The children design a poster with their ideas and think about where to put it up.

- 7-11 years: On the poster is an action plan about migration for the future of their own town/neighbourhood.

Another option is that the children write a letter with words, a picture, a drawing or an image to a migrant's child in the neighbourhood and the title is: 'I'm from ..... where are you coming from?'

### To-Gather

The children make an exhibition of their boxes. A circle talk about the boxes. What do they tell about the identity of the children? They communicate with other children about their box.

What can the children do about migration in their own daily life and in the future when they grow up?

The children look at the work and presentations of other children on [www.to-gather.org](http://www.to-gather.org) and communicate about that with their teachers. Imagine that/ if..... (philosophy with children).

## Teacher's route

### Step 7

#### Preparation

You may make contact with organisations and the municipality concerned with migrants.

- 7-11 years: It would be great if the children could be at a meeting of the municipality. Look at for a practical example of the exhibition of the boxes on [www.to-gather.org/route 4](http://www.to-gather.org/route4): Presentation at Vodmat.

#### Reflection and reflection

In step 7 the children reflect on the box and on the route during a circle talk and reflect on the future. They summarise their ideas (by post, mobile or site) and other children may react on it.

The children may also send each other real postcards by 'Post-crossing' about the future of migration.

#### Option:

- 7-11 Children of 7-11 years from different countries could form a film crew and make a new theatre-play 'Euro-To-Gatherland'. The internet could be their forum or virtual classroom.

At To-Gather Film Festivals in the amphitheatre of Syracuse or at the Taormina Film Festival in Sicily they can show their cooperative productions; a good proof of European coexistence/collaboration?.

[http://nl.wikipedia.org/wiki/internationaal\\_filmfestival\\_van\\_taormina](http://nl.wikipedia.org/wiki/internationaal_filmfestival_van_taormina)  
[http://www.americancinemapapers.com/files/taormina\\_1985.htm](http://www.americancinemapapers.com/files/taormina_1985.htm)



Boxes





