FRIENDS WE SHARE

Wellbeing Programme for Refugees with Role Models and Mentors

2025

Promoting Refugees' Wellbeing Training Programme

WP3 - "Friends We Share - Promoting Refugees' Wellbeing" Training Programme for Adult Educators and Community Social Workers

Compiled by

Proportional Message

Prepared for

Friends We Share

Consortium

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FRIENDS WE SHARE

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Introduction

Welcome to “**The Friends We Share Wellbeing Programme for Refugees with Role Models and Mentors**” an international, EU-funded 2 year project designed to empower adult educators and refugees/asylum seekers across Europe.

Developed under the Erasmus+ Programme, this project brings together an experienced consortium of partner organisations from 5 countries:

- Miejska Strefa Kultury w Łodzi (Poland)
- LANDESHAUPTSTADT STUTTGART (Germany)
- Förderverein der LAKA – Landesverband der kommunalen Migrantenvertretungen in Baden-Württemberg e.V. (Germany)
- InterAktion – Verein für ein interkulturelles Zusammenleben (Austria)
- Proportional Message – Associação (Portugal)
- SYNTHESIS Center for Research and Education Limited (Cyprus)

"Friends We Share" addresses the urgent need for **inclusive approaches** to support newly arrived **refugees**, and **asylum seekers**. Our overarching goal is to **foster their social inclusion**, **wellbeing**, and **self-reliance** by strengthening the capacity of those who work most closely with them: adult educators and community social workers.

This programme offers:

- **Peer-learning and mentorship methodologies**, leveraging the lived experiences of successfully integrated refugees.

- **Practical tools** and creative strategies to **help educators address the challenges of integration**, language learning, and wellbeing.

- Training modules on **building networks of support**, strengthening **resilience**, and **promoting agency** among refugees.

- Materials and resources designed for adaptability and local relevance, supporting both national and transnational collaboration.

FRIENDS WE SHARE

Learning Objectives

The learning objectives of Activity 3.1, "Development of 'Friends We Share - Promoting Refugees' Wellbeing' Training Programme," focus on creating learning tools tailored to the specific needs and contexts of refugees. These tools aim to equip Adult Educators and Community Social Workers with the skills to:

1. **Integrate mentors and role models** effectively into interventions with new asylum seekers.
2. **Promote core knowledge, skills, and competences** that have enabled successfully integrated refugees to thrive, thus fostering these attributes in others.
3. Enhance professional capacities to **support resilience, agency, and wellbeing** in diverse settings

Structure

The Friends We Share Training Programme comprises five training modules delivered in 3-5 hours of face-to-face instruction and 2 hours of self-directed learning.

Each face-to-face module presents the following structure:

- **Introduction**: Aim & Objective; Learning Outcomes; Target Group; Duration; Topics Covered; Lesson Plans Overview; Icebreaker/Energizer; Preparation
- **Lesson Plan 1**
- **Lesson Plan 2**
- **Lesson Plan 3**

Following the five F2F Modules, you will have access to the **Self-Directed Learning Materials** (p.91). These materials are designed to help you deepen your understanding and build on the concepts discussed in previous modules.

FRIENDS WE SHARE

eBook Content

Module 1: The Friends We Share Methodology and Findings

This module introduces the core principles of "The Friends We Share" methodology. Participants will explore research findings and learn how fostering peer relations enhances well-being and inclusion for refugees and immigrants.

Module 2: Mentors and Role Models: Theory, Case Studies, and Activities

This module focuses on the transformative role of mentorship. Participants will engage in activities and case studies to understand how mentors empower adaptation and resilience while learning strategies to overcome support barriers.

Module 3: Core Thriving Skills

Participants will develop essential skills to foster inclusion, psychological well-being, and self-advocacy. Interactive activities focus on communication, cultural exchange, and empowering individuals to thrive.

Module 4: Refugees Identified Good Practices for Adult Educators and Community Social Workers

This module highlights effective practices for inclusion and community building. Participants will create actionable plans to address barriers and promote environments of cohesion and mutual respect.

Module 5: Supporting and Empowering Refugee's self-resilience

This module focuses on identifying and nurturing resilience within refugee communities. Participants will explore strategies for empowerment through participatory activities and case studies, ensuring long-term adaptability and self-sufficiency for those they support.

FRIENDS WE SHARE

Additional Notes on the Use of this eBook

This eBook serves as a baseline for content and training materials. However, it can – and should – be adapted according to:

- The **level of expertise and experience** of the participants.
- The specific **national context** in which the training is delivered.

As a result, there may be slight differences in the national translations of this eBook, reflecting local adaptations and realities.

For the additional resources provided, please note that some of the original videos are in English, which may not be accessible to all participants. To address this, each national version of the eBook will include **alternative local resources** where possible. These additions ensure that participants can access a wider range of materials in their own language.

Please consider these **additional materials** as **suggestions and optional resources**—it is unlikely that the exact same examples from the original English version will be available in every language.

We would also like to highlight that while the lesson plans were originally designed for approximately 3 hours per module, in practice the **duration may vary**. **Larger groups** or more active discussions **will naturally require more time** to complete the activities and reflections. Trainers are encouraged to adjust schedules accordingly.

All materials in this eBook are accessible via **links to a Google Drive** folder with view-only permissions, ensuring that the original files remain unaltered. In compliance with EU GDPR regulations, the linked files will be available only in **PDF format**. However, you are welcome to download these files and adapt them based on your specific needs.

Importantly, we would like to stress the **freedom to adapt all materials**. This includes the activity sheets, which will be provided as PDF documents, but trainers are encouraged to **modify**, **expand**, or **simplify** these resources to best suit their group's needs.

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Module 1

The Friends We Share Methodology and Findings

Aim & Objective

Module 1 provides basic knowledge for Adult Educators working with groups of refugees, immigrants and asylum seekers. It provides introductory vocabulary to help to identify one's situation and therefore define the needs. It covers the topic of friendship and peer-relations as a valid tool for groups of refugees, asylum seekers and immigrants that can help them to create their support network and overcome obstacles in creating a new life. Module 1 increases the consciousness of well-being and stresses its influence on the process of adaptation in a new social and cultural context.

Learning Outcomes

Knowledge

- Get to know main definitions used when working with target groups.
- Identify basic needs of target groups.
- Understanding what well-being and peer-learning is and how it can be used as an effective tool for working with refugees, asylum seekers and immigrants.

Skills

- Define and explain concepts such as "asylum seekers"; "Social Inclusion"; "Self-Resilience", etc.
- Identify and discuss current issues and needs of various groups of refugees in different European Countries.
- Facilitate discussions and reflections on the impact of friendships on well-being.
- Critically evaluate policies and their impact on refugees.

Attitudes

- Value and prioritize building social support networks.
- Demonstrate empathy and understanding in relation to the friendship experiences of others.
- Commitment to social justice and anti-discrimination.

Module 1

The Friends We Share Methodology and Findings

Target Group

- Adult Educators
- Community Social Workers

Duration

- F2F: 3h30-4h
- SDL: 2h

Topics Covered

- Useful definitions
- The key to success - proper identification of the needs of asylum seekers, refugees, immigrants
- Peer-relations and Friendship as Tool for increase well-being of asylum seekers, refugees, immigrants

Lesson Plans Overview

Lesson 1 - Understanding Key Definitions
This lesson focuses on key definitions like asylum seekers, refugees, and social inclusion. Participants will engage in activities to form personal associations, enhancing their understanding for professional use.

Lesson 2 - Needs & Challenges
Participants will analyze the needs of different target groups and discuss common obstacles faced in new countries to develop informed approaches to support.

Lesson 3 - Friendship
This lesson highlights the importance of friendship and peer relations for refugees and asylum seekers, emphasizing how social networks help overcome challenges.

Module 1 - Lesson Plan 1

Preparation

- Ensure technical equipment is available and functional: projector, internet connection.
- Reserve the training room and equipment
- Notify Adult Educators and Community Social Workers of the session schedule
- Prepare printed handouts (details in Activity sheet for each Lesson)
- To support the presentation, please use this additional resource: **PPT_F2F_Module1**

Ice-breaker Activity

Icebreaker 1 - Breathing exercises (7 min)

- Participants are standing in the neutral body position (soft knees and hips, straight back, feet spreader comfortably and grounded).
- Participants perform slow roll-down and roll-up exercises to relax their bodies.
- Focus on abdominal breathing in a standing position.

Icebreaker 2 - 5 min

- The group can circulate freely around the room and focus on eye contact with someone from the group. When eye contact is mutually affirmed the pair stops for a second and then continues moving around the room.

Icebreaker 3 - 7 min

- The group circulates the room freely, when one person stops, everyone stops. Then anyone from the group can initiate the movement again. It repeats several times. The aim is to increase each participant's focus on their body and the group.

Module 1 - Lesson Plan 1

Activity 1: The Language of Inclusion - Key Terms for Social Workers

Duration	5 min
Methods	Individual reading activity
Materials Required	Printed handouts - list of definitions. Click here to access the material
Step-by-Step Instructions	Trainer provides a copy of definitions' explanations to each participant. Continues in next activity.

Activity 2: Video Analysis - "Refugees, Migrants, Asylum Seekers - What's the Difference?"

Value of the Video Content	In the film we can hear the characteristics of definitions we learned during Lesson 1.
Discussion/ Reflection Questions	The material is a video source offering explanations of definition used in Activity 1. Since it is a different kind of resource, engaging different learning forms may be useful to consolidate the printed version of definitions.
Link	https://www.youtube.com/watch?v=CGftwNQ_LXI

Module 1 - Lesson Plan 1

Activity 3: Focus on empathy

Duration 15 min

Methods Discussion, round table

Objective

- Engaging empathy and understanding in the professional work with defined groups.
- Developing the ability to relate to different groups of people.

Type of Resource List of definitions (Handout 1)

Materials Required

- Printed version of definitions for each participant. (A4 format)
- Board or bigger papers ex. 100 x 70 cm, markers

Step-by-Step Instructions

1. Based on a list of definitions from Activity 1 (printed versions of used definitions “asylum seekers”; “refugee”; “immigrants”; “integration”; “Unaccompanied minors”; “social Inclusion”; “self-resilience”; “well-being”) participants discuss associations of different emotions to the definition (.g., Self-resilience: hope, strength/mental fortitude, emotional balance).

2. Participants discuss the emotions and associations they come up with according to every definition and write them on a board or big sheet of paper around the definition name.

Module 1 - Lesson Plan 1

Activity 4: Case Study - “Which definition to use?”

Aim

This case study gives participants the opportunity to use the definitions properly. Through this case study they can also imagine a different context of each person used and relate to different experiences from their own life. This helps to understand and apply definition in their professional experience.

Case Study

Profile 1: Personal Information

- Full Name: Amina Al-Sayed
- Age: 32 years old
- Gender: Female
- Nationality: Syrian
- Ethnicity: Arab
- Marital Status: Married (her husband is missing)
- Children: 2 (a 5-year-old son and a 3-year-old daughter)
- Languages Spoken: Arabic (native), basic English

Profile 2: Personal Information

- Full Name: Mohammed Hassan
- Age: 28 years old
- Gender: Male
- Nationality: Ethiopian
- Ethnicity: Oromo
- Marital Status: Single
- Children: None
- Language Spoken: Amharic (native), basic English

Profile 3: Personal Information

- Full Name: Maria Lopez
- Age: 35 years old
- Gender: Female
- Nationality: Mexican
- Ethnicity: Latina
- Marital Status: Married
- Children: 1 (a 6-year-old daughter)
- Languages Spoken: Spanish (native), basic English

Module 1 - Lesson Plan 1

Instruction/ Reflection

Group discussion: Attribute appropriate definition from Activity 1 to each profile. Justify your choice.

Key Lessons

- Associate definition with each situation.
- Understand differences between definitions.
- Become aware of cultural differences, language barriers, and the emotional strain of being far from family.

Additional Resource 1

Title

Refugees on the move - Focus on Europe

Context

A short video presenting the story of Syrian and Palestinian descent immigrant in Europe.

Value

The material will help participants to get to know the difficulties that often stand behind the immigrants' lives.

Link

https://www.youtube.com/watch?v=Qms6ihffYMc

Additional Resource 2

Title

On Immigration and Refugees

Context

A book by Sir Michael Dummett.

Value

The material can provide an additional source of information and get to know the given subject on a more profound level.

Link

https://www.taylorfrancis.com/books/mono/10.4324/9780203465516/immigration-refugees-sir-michael-dummett

Module 1 - Lesson Plan 1

Additional Resource 3

Title The Ungrateful Refugee

Context A book by Dina Nayeri

Value The novel can provide an additional source of information and get to know the given subject on a more profound level.

Link https://www.amazon.com/Ungrateful-Refugee-What-Immigrants-Never/dp/1948226421

Module 1 - Lesson Plan 2

Activity 5: Needs, self-reflection

Duration

15 min

Methods

Individual reading and reflexion

Materials Required

- Printed handouts. Click here to access the material.

Step-by-Step Instructions

- Participants read the handouts and answer the following questions individually:

“Can you name at least two of your needs for each area?”
“Would you add another area to the list? Why?”

- Put the areas of needs in order from the most to the least important according to you.
- Discuss the results within the group. Exchange ideas.

Activity 6: Needs Questionnaire

Duration

15 min

Methods

Work in pairs, group discussion

Materials Required

- Printed handout
- Sheets of paper, writing tools

Step-by-Step Instructions

- The trainer divides participants into pairs and introduces the task - the aim is to create a needs questionnaire according to different areas e.g., Love / Affection, Sense of Connection / Belonging,
- Each pair reads their questions.
- Exchange of ideas within the group.
- Together try to create one questionnaire covering all areas, containing at least 15 to 20 questions.

Module 1 - Lesson Plan 2

Activity 7: Case Study - “Needs - how to define them?”

Aim

Achieve the ability to define, name and properly use needs identification when working with target groups.

Case Study

- Divide participants into two groups. Every group works on a different profile description handed out by the trainer.

Profile 1

- Name: Aleksandr Ivanov
- Age: 29 years old
- Gender: Male
- Nationality: Ukrainian
- Ethnicity: Slavic (Ukrainian)
- Marital Status: Single
- Children: None
- Languages Spoken: Ukrainian (native), Russian (fluent), English (basic)
- Context: Aleksandr's parents, Ivan and Olga, still live in Ukraine. His father works as an engineer, and his mother is a schoolteacher. He has one younger sister, Darya, who is studying medicine at a university in Kyiv. Aleksandr left Kyiv after the conflict in eastern Ukraine erupted. Although his hometown wasn’t directly affected by the fighting, the instability and constant uncertainty in the region made him feel that he had to leave to secure a better future.

Profile 2

- Full Name: Rania Al-Hassan
- Age: 32 years old
- Gender: Female
- Nationality: Syrian
- Ethnicity: Arab
- Marital Status: Widow
- Children: 2 (a 5-year-old son, Samir, and a 3-year-old daughter, Layla)
- Languages Spoken: Arabic (native), basic English

Module 1 - Lesson Plan 2

- Context: Rania's husband, Fadi, was killed in 2015 during a bombing in Aleppo. This tragic loss has left Rania to care for their two young children alone. Rania's parents and two younger brothers live in a refugee camp in Jordan, where they fled after the conflict in Syria escalated. As the war intensified, Rania was at risk of being caught in crossfire or subjected to violence from armed groups. She feared for her children's lives and knew that staying in Syria was no longer an option.

Through brainstorming, they try to create the list of needs of the described person.

Instruction/ Reflection

What factors in the Profile made you focus on certain needs?
What needs priority would create for each Profile?

Key Lessons

- Be able to identify different needs according to the situation.
- Become aware of economical context, cultural differences, language barriers, and the emotional strain of being far from family thus different priorities in each persons' situation.

Additional Resource 4

Title Why Maslow's Hierarchy of Needs Matters

Context The short film presents the value of Maslow's need hierarchy and its importance in everyone's life.

Value Helps to understand the needs and their hierarchy in peoples' lives.

Link https://www.youtube.com/watch?v=L0PKWTta7lU

Module 1 - Lesson Plan 2

Additional Resource 5

Title What refugees need to start new lives | Muhammed Idris

Context Muhammed Idris talks about refugees' needs.

Value The resource is an example of success story, it can be used as an inspiration and motivation.

Link https://www.youtube.com/watch?v=RLz3AYVIqes

Additional Resource 6

Title The Seven Human Needs: A practical guide to finding harmony and balance in everyday life

Context A book by Gudjon Bergmann.

Value “Filled with easy-to-implement ideas, combining the needs of health, mind and body all at once to create a wholly integrated life. It is crucial to understand human needs on a personal level.”

Link https://www.amazon.com/Seven-Human-Needs-practical-everyday/dp/1419636669

Module 1 - Lesson Plan 3

Activity 8: Friendship, peer-learning, well-being - Key aspects

Duration 7 min

Methods Individual work, self-reflection

Materials Required

- Printed handouts. Click here to access the material.

Step-by-Step Instructions

- The trainer provides handouts for each participant.
- Participants have 5 minutes to read the lists and answer the questions.
- Look at the key aspects of friendship on the handout and answer the question.

“Which of the following do you find the most important for friendship and why?“

Activity 9: (Continuation) Friendship, peer-learning, well-being - Key aspects

Duration 15 min

Methods Work in pairs

Materials Required

- Printed handouts - list of definitions. Click here to access the material.

Step-by-Step Instructions

- The trainer divides the group into pairs.
- In pairs, participants answer the question stated above:

Which two of the key aspects of friendship and peer-relation do you find the most important? Why?

What common ground do you find between friendship and peer-relation?

Module 1 - Lesson Plan 3

- Define at least 3 benefits of friendship and peer-relation.
- What differences are there between friendship and peer-relation? Name at least 3.
- Think about boundaries, how do they work in friendship and how do they work in peer-relation? Any differences?

Activity 10: Case Study Analysis - “Friendship as a tool facilitating adaptation among refugees, immigrants and asylum seekers”

Aim

This case study gives participants the opportunity to empathize with refugees, asylum seekers and immigrants. They can understand their emotional state and relate it to different experiences from their own life; thus everyone can relate to the experience of solitude, sense of abandonment or being excluded from a group. It also engages creative thinking and invites us to focus on positive solutions.

Case Study

Introduction:
Immigrants often face unique challenges when adapting to life in a new country, including language barriers, cultural differences, and feeling of isolation. One of the most significant ways to cope with these challenges is through forming friendships. Positive peer relations among immigrants not only provide emotional support but also help them navigate the complexities of life in a foreign country. This case study explores the friendship of two immigrants, Atafeh and Maria, who moved to Denmark from different countries. Your task is to explain the role that their friendship plays in their adaptation process.

Background:
Atafeh: A 30-year-old woman who immigrated from Iran. She is a skilled engineer but moved to Denmark due to the ongoing conflict in her home country. Atafe’s faced challenges due to language barriers and cultural differences.

Module 1 - Lesson Plan 3

Maria: A 28-year-old woman who immigrated from Colombia. Maria moved to Denmark to pursue a graduate degree and later decided to settle in the country to pursue a career in marketing. Her initial struggles centred around feeling disconnected from her family and friends back home.

Setting: Both Atafeh and Maria live in the same city in Denmark and met through a local immigrant support group that helps new arrivals integrate into the community.

Instruction/ Reflection

- Answer the questions:

What is Atafeh and Maria's common ground?
How can they give each other mutual support?

- Describe the following key factors in their friendship:

Cultural exchange and empathy; Shared experience of struggle; Emotional and social support; Language and communication.

- Describe the following challenges in their friendship:

Cultural misunderstandings; Identity struggles; Balancing new lives.

- Describe the following outcomes:

Stronger sense of belonging; Cultural bridging; Support in integration; Empathy and Communication; Building a Support System; Strengthening Resilience

Key Lessons

- Understand the significant role of friendships among immigrants as a way to help them adjust to a new country, overcome challenges and thrive in a new environment.
- Become aware of cultural differences, language barriers, and the emotional strain of being far from family.
- Become aware about the importance of community and connection in the immigrant experience and the power of friendship in overcoming adversity.

Module 1 - Lesson Plan 3

Additional Resource 7

Title The purpose of friendship.

Context Film by The School of Life about the importance of friendship.

Value Help to understand friendship is important in people's lives.

Link https://www.youtube.com/watch?v=aGedUxTAfBk

Additional Resource 8

Title How friendship affects your brain? - Shannon Odell

Context TED-Ed short film about how friendship affects the human brain.

Value Helps to understand the importance of friendship on a different level.

Link https://www.youtube.com/watch?v=YmVpwXH4jhA

Module 1 - Lesson Plan 3

Additional Resource 9

Title Friends. Understanding the Power of our Most Important Relationships

Context A book by Robin Dunbar

Value “Robin Dunbar is the world-renowned psychologist and author who famously discovered Dunbar's number: how our capacity for friendship is limited to around 150 people. In Friends, he looks at friendship in the round, at the way different types of friendship and family relationships intersect, or at the complex of psychological and behavioural mechanisms that underpin friendships and make them possible - and just how complicated the business of making and keeping friends actually is.
Mixing insights from scientific research with first person experiences and culture, Friends explores and integrates knowledge from disciplines ranging from psychology and anthropology to neuroscience and genetics in a single magical weave that allows us to peer into the incredible complexity of the social world in which we are all so deeply embedded. Working at the coalface of the subject at both research and personal levels, Robin Dunbar has written the definitive book on how and why we are friends.”

Link https://www.amazon.com/Friends-Robin-Dunbar/dp/1408711737

Module 2

Mentors and Role Models: Theory, Case Studies & Activities

Aim & Objective

The “Mentors and Role Models” module is a critical part of the training curriculum designed to support the integration, empowerment, and long-term well-being of refugees and asylum seekers. Navigating life in a new country often involves immense personal and professional challenges—ranging from cultural adaptation and emotional resilience to employment barriers and social exclusion.

This module equips participants with the knowledge and tools to:

- Understand the transformative role of mentorship in personal healing, skill development, and rebuilding a sense of purpose.
- Recognize and seek out support systems, such as mentors and role models, who can guide them through complex transitions in life.
- Build confidence and agency, encouraging active participation in their own growth and inclusion within the host community.
- Bridge cultural and structural gaps by learning to overcome challenges and create sustainable, trust-based relationships that lead to long-term impact.

Learning Outcomes

Knowledge

- Recognize mentoring theories and their importance in personal and professional development.
- Analyze cases of mentors and positive role models in different contexts
- Knowledge about the impact and controversy of “refugees”

Skills

- Develop strategies for connecting with potential mentors and role models.
- Evaluate and reflect on the effectiveness of mentoring relationships
- Evaluate current events and societal issues

Attitudes

- Cultivate an open mindset to learn from others
- Commit to being a positive mentor to those around you

Module 2

Mentors and Role Models: Theory, Case Studies & Activities

Target Group

- Adult Educators
- Community Social Workers

Duration

- F2F: 3h-4h
- SDL: 2h

Topics Covered

- Role of Personal Development in Refugee Integration
- Identifying Mentors and Role Models
- Common Challenges and Opportunities

Lesson Plans

Lesson 1 - Personal and Professional Development
This first session lays the foundation for understanding how mentoring can support refugees in rebuilding their lives with dignity, purpose, and opportunity. Participants will explore the emotional, social, and practical dimensions of personal and professional development, including common barriers to inclusion such as discrimination and exclusion. Through interactive discussions and case studies, we will highlight the powerful role mentoring plays in boosting confidence, enhancing skills, and opening doors to education, employment, and mental well-being.

Lesson 2 - Connecting with Potential Mentors and Role Models
This session focuses on creating meaningful mentoring relationships by identifying and engaging potential mentors and role models within communities and professional networks. Participants will explore practical strategies for building trust and overcoming communication or cultural barriers. Through collaborative activities and design thinking tools, we will generate creative solutions to bridge the gap between mentors and mentees, fostering sustainable and empowering connections.

Module 2

Mentors and Role Models: Theory, Case Studies & Activities

Lesson 3 - Challenges and Opportunities for Refugee Mentoring

In this final face-to-face session, participants will critically examine the broader context in which refugee mentoring takes place, including the legal, social, and economic challenges. By identifying common obstacles and drawing on real-world examples, the group will work together to propose practical strategies to overcome these hurdles. We will also explore the strengths and opportunities that exist within communities and institutions to build stronger, more inclusive mentoring programs.

Preparation

- Ensure technical equipment is available and functional: projector, internet connection
- Reserve the room
- Notify the target group of the session schedule
- Prepare needed materials for the Lesson Plan (see below)
- Prepare Coffee Break (if scheduled)
- To support the presentation, please use this additional resource: **PPT_F2F_Module2**

Ice-breaker Activity

Energizer 1 - “One Word, One Feeling” (10min) | **PPT_F2F_Module2 p.7**

Purpose: To set a reflective and inclusive tone and connect participants to the emotional landscape of refugees and mentorship.

- Ask each participant to think of one word that describes how they might feel if they had to start a new life in a country where they don’t speak the language, know the culture, or have any support.
- Encourage a short group discussion.

Module 2 - Lesson Plan 1

Theoretical Context

Personal and Professional Development for Refugees

- Personal Development refers to the process of gaining confidence, emotional resilience, and cultural adaptation in a new environment. For refugees, this includes learning the local language, building social connections, understanding cultural norms, and developing a sense of belonging in their host community.
- Professional Development involves gaining the knowledge, skills, and opportunities needed to pursue education or a career in a new country. This may include recognizing transferable skills, accessing vocational training, networking, job searching, and understanding workplace expectations in the host society.

Through mentoring, refugees receive guidance in both areas, helping them rebuild their lives with confidence and independence.

Activity 1: Introductive Game on Exclusion and Discrimination

Duration

15 min

Methods

Collective game and discussion

Materials Required

- Paper, scissors, glue, markers, colored pencils
- Printed instructions for the facilitator
- Flipcharts and markers for group discussions

Step-by-Step Instructions

- Divide participants into four groups and assign each group to a different corner of the room.
- Ask each group to choose an observer who will take notes on what their group members say and do.

- The facilitator walks around the groups, distributing materials and giving instructions:
  - Group 1: “Draw spring. You can start whenever you want.”
  - Group 2: “Draw summer.”
  - Group 3: “Draw autumn.”
  - Group 4: The facilitator gives an incomprehensible instruction in a made-up language, spoken seriously: Example: “Mso, flosand berabtz entolè tuburene tomatilim yeteson bula batra gom.” Then, say: “You can start whenever you want.”
- As the groups work, the facilitator encourages and supports Groups 1, 2, and 3 but criticizes Group 4 for not doing what was instructed.
- After some time, ask each group to present their drawings, explaining the instructions they received.
- Facilitate a discussion, connecting the activity to real-life situations:
  - Who does the fourth group represent in society?
  - Why do we tend to exclude or reject those who experience injustice?
  - How did members of the fourth group feel?
- Invite the observers to share their notes on what they saw and heard (The facilitator should pay close attention to the emotions of the fourth group, as their frustration could escalate)

Activity 2: Short Video Analysis TEDx Talk – “Keys to Success Everyone Can Learn from Refugees” by Liyah Babayan

Context of the Video Content

Liyah Babayan fled war-torn Azerbaijan as a child and resettled in the United States. Her talk reflects on her journey of integration, the emotional and social hurdles she faced, and how she overcame these through self-belief and community encouragement. She speaks not only as a refugee but also as a businesswoman and advocate, offering insights into how mentorship–both formal and informal–played a role in her transformation.

Module 2 - Lesson Plan 1

Value of the Video Content

This TEDx Talk by Liyah Babayan, a former refugee and now a successful entrepreneur and activist. Her story highlights the power of mentoring, even when it isn't formally named. Viewers will clearly see how relationships, inclusion, and belief in potential can shape someone's personal and professional development. It's a powerful testimony that mentoring doesn't always look like structured programs–it can also emerge from everyday support and opportunities.

Materials Required

Digital & Online Tools

- Projector and speakers (for video analysis)
- Access to online shared folders or drive (for case studies, templates)
- Slideshow/PowerPoint presentations summarizing theory and objectives

Discussion/ Reflection Questions

- Before the video
  - What do you think success might look like for someone starting over in a new country?
  - What kind of support would you need if you had to rebuild your life from scratch?
  - Have you ever had someone believe in you or open a door for you at a difficult time?
- Instructions
  - Watch together as a group
  - After the video, break participants into pairs or small groups.
- Discussion Questions
  - What elements of personal development stood out in her story?
  - How did Liyah describe mentorship–directly or indirectly?
  - What lessons are relevant for your own context or work?

Link

https://www.ted.com/talks/liyah_babayan_keys_to_success_everyone_can_learn_from_refugees

Module 2 - Lesson Plan 1

Activity 3: Case Study “UNICEF - Educational mentoring”

Aim

Analyze how educational mentoring supports the personal and professional development of unaccompanied asylum-seeking and refugee youth, and to discuss the challenges addressed through this approach.

Case Study

The Refugee Support Network (RSN) in the UK operates an educational mentoring program designed for unaccompanied asylum-seeking and refugee young people. Recognizing that these individuals often face disrupted education, trauma-related mental health issues, and lack consistent adult support, RSN pairs them with trained volunteer mentors from the local community.

Key aspects of the program include

- Personalized Support: Each mentee is matched with a mentor who meets with them weekly to work towards specific educational goals identified by the young person.
- Comprehensive Training: Mentors undergo training covering the asylum process, educational barriers, safeguarding, and supporting language learners.
- Structured Monitoring: Regular feedback and six-month reviews ensure the mentoring relationship remains effective and responsive to the mentee's needs.

The program has demonstrated success, with approximately 90% of participants remaining in education and 85% making tangible progress towards their goals.

Instructions/ Reflection

Group discussion with participants

- What were the main challenges faced by mentees in the case study?
- How did mentoring address these challenges?
- What role did mentors play in the personal and professional development of refugees?

Module 2 - Lesson Plan 1

Key Lessons

Addressing Educational Gaps: Mentoring provides the individualized academic support that large classrooms often cannot offer, helping mentees catch up and thrive.

Building Trust and Confidence: Consistent, one-on-one relationships with mentors foster a sense of stability and self-belief in mentees.

Community Engagement: Recruiting mentors from local communities enhances cultural integration and mutual understanding.

Holistic Development: Beyond academics, mentoring supports the emotional well-being and social integration of refugee youth.

Additional Resource 1

Title

Socio-Economic Inclusion Of Refugees From Ukraine

Context

This IOM page offers a broad overview of refugee integration, with a focus on education, work, and social cohesion.

Value

Helps participants understand the systemic barriers and policy frameworks shaping refugees' access to personal and professional development–essential for mentors to be informed advocates.

Link

https://poland.iom.int/sites/g/files/tmzbdl1346/files/documents/2024-10/2024-socio-economic-inclusion-iom-regional-ukraine-response_compressed.pdf

Module 2 - Lesson Plan 1

Additional Resource 2

Title

ENESP Brochure – European Network for Educational Support Projects

Context

This brochure, produced by the European Network for Educational Support Projects (ENESP), showcases a variety of mentoring initiatives across Europe that focus on supporting youth from immigrant and refugee backgrounds.

It highlights programs where mentors, often from similar ethnic and social backgrounds as their mentees, provide guidance to help young people navigate educational systems and overcome socio-economic challenges. The brochure emphasizes the importance of tailoring mentoring approaches to the specific needs and contexts of mentees, considering factors such as cultural background and life experiences.

Value

This resource offers practical insights into how mentoring can facilitate the personal and professional growth of refugees and migrants. It underscores the significance of mentors serving as relatable role models, which can enhance the effectiveness of mentoring relationships. By presenting real-world examples of successful mentoring programs, the brochure provides valuable strategies for fostering empowerment, skill development, and career pathways among refugee populations.

Link

https://www.verikom.de/wp-content/uploads/ENESP-Brochure.pdf

Module 2 - Lesson Plan 2

Theoretical Context

Challenge to find mentors to support refugees

Finding mentors for refugee support can be challenging due to a combination of social, cultural, and systemic barriers. Many potential mentors may feel unprepared or lack confidence in their ability to support someone from a different background or life experience. There can be misunderstandings about what mentoring entails, leading to hesitation or fear of saying or doing the wrong thing. Additionally, the emotional and time commitments involved in mentoring can deter volunteers, especially if they are unfamiliar with the realities refugees face. Some may also underestimate the positive impact they can have, assuming that professional expertise is a prerequisite when, in fact, empathy and consistency are often more important.

Another key challenge lies in the social divide and lack of meaningful interaction between refugee communities and the wider public. Potential mentors may not have regular contact with refugees, making it less likely that natural mentoring relationships will form. This disconnect can be compounded by language barriers, cultural differences, and a lack of inclusive community spaces that facilitate connection. Furthermore, mentoring programs often require infrastructure, training, and coordination to be effective resources that may not always be available or prioritized, especially in smaller or underfunded organizations. As a result, recruiting and retaining mentors requires intentional outreach, awareness-raising, and support structures that foster trust and confidence on both sides. (see **Module2_PPT**)

Module 2 - Lesson Plan 2

Activity 4: Running An Awareness Campaign

Aim

To explore practical and context-sensitive strategies for recruiting mentors through community-based awareness campaigns.
Participants will analyze a real example (from IOM) and reflect on how such campaigns can be adapted to their local context to attract mentors for refugee support initiatives.

Case Study

In this guideline they present a strategy to find mentors. The goal is to attract and engage potential mentors from local communities to support resettled refugees through mentoring.
Here are the strong highlights of this campaign idea step by step:

- Identify Target Areas: determine where refugees are or will be resettled and map local communities where mentor support is needed.

- Prepare the Campaign Message
  - Clearly explain the purpose of the mentorship programme.
  - Highlight who the mentees are (specifically resettled refugees).
  - Describe what mentoring involves (roles, boundaries, expectations).
  - Emphasize that mentoring is supportive, not a replacement for formal services.

- Design Informative Materials. Create simple, culturally sensitive leaflets or posters that include:
  - Why mentoring matters.
  - Who can become a mentor?
  - What is expected from mentors (time, responsibilities).
  - Benefits for both mentors and mentees.

Module 2 - Lesson Plan 2

- Choose Effective Communication Channels. Use a mix of:
  - Traditional methods: Posters in schools, libraries, religious spaces, community centers.
  - Digital tools: Social media, local community websites, WhatsApp groups, newsletters.
  - Community spaces: Local events, info sessions, or group meetings.

- Tailor the Campaign to the Local Context
  - Adjust language and visuals to suit each community's culture and values.
  - Engage trusted local figures (teachers, religious leaders, community organizers) to spread the message.

- Address Potential Concerns
  - Be transparent about the commitment required.
  - Clarify boundaries and expectations.
  - Reassure that mentoring supports – but does not replace – official services.

- Follow Up and Support
  - Provide a contact point for interested mentors.
  - Offer info sessions or short orientations to answer questions.
  - Keep communication open and supportive for those who express interest.

Instructions/ Reflection

- What do you think are the key elements that make an awareness campaign effective in recruiting mentors for refugee support?
- In your local context or country, where would be the best places to run such a campaign (physically and/or digitally), why?
- In your opinion, what would be the best way to integrate this kind of campaign into existing community initiatives or educational settings?

Can you think of a creative idea or tool (video, social media challenge, event, etc.) that could be included in an awareness campaign to make it more engaging or relatable? (this question will be the introduction to the next activity).

Module 2 - Lesson Plan 2

Brainstorming (5 min)
Individually, write on a post-it, two creative ideas or tools that could be included in an awareness campaign from the last question above
Ideas given by participants:

- -
- -

From these ideas, we will use the design thinking method to create a prototype that could be used in this kind of campaign.

Key Lessons

Identify where refugees are resettled and focus campaign efforts in those specific communities.
Clearly explain who the mentees are, what mentoring involves, and why it matters–using accessible, culturally sensitive language.
Combine traditional (posters, local events) and digital tools (social media, community WhatsApp groups) to maximize reach.
Engage trusted local figures (teachers, religious leaders, volunteers) to promote the campaign and encourage trust.
Provide ongoing guidance, Q&A opportunities, and clear contact points for interested mentors to stay engaged and informed.

Activity 5: Design Thinking

Duration

30 min

Methods

From the ideas given in the previous activity, we will use the design thinking method to create a prototype that could be used in this kind of campaign. Select some ideas from the previous activity. Divide participants into small groups according to the number of ideas selected. Each group will work on one specific idea.

Materials Required

- Large sheets of paper (A3 or flipchart)
- Markers, pens, colored pencils
- Post-it notes

Module 2 - Lesson Plan 2

- Scissors and glue (optional, for mock-ups)
- Access to previous ideas (from the earlier group discussion)
- Timer or clock
- Optional: Templates or visual aids for design inspiration

Step-by-Step Instructions

A - Plan with quick answers: 5 min

- What is it?
- Who is it for?
- How will it be used?
- What message does it send?
- What makes it engaging and accessible?

B - Prototype: 10 min

- Use paper, pens, markers, or post-its to sketch or outline your concept.
- It could be a poster mockup, storyboard of a video, flow of a social media post, or layout of a leaflet.
- Be visual and simple, this is just the first version.

C - Briefly pitch your idea to the group.

- Each group presents in 1 minute:
- What is your idea?
- Why will it work?
- How does it help connect mentors with the refugee support program?

Additional Resource 3

Title

IOM – Guidelines for Piloting Mentorship Schemes

Context

A comprehensive handbook developed by the International Organization for Migration to support local mentorship program development.

Value

Offers concrete, step-by-step strategies for finding, training, and supporting mentors–ideal for learners involved in program implementation or outreach.

Link

https://eca.iom.int/sites/g/files/tmzbdl666/files/documents/Guidelines_Piloting%20Mentorship%20Schemes%20%281%29.pdf

Module 2 - Lesson Plan 3

Theoretical Context

Refugee Mentoring in Context: Impact and Controversy

Understanding the broader societal and political context in which refugee mentoring takes place is essential. Across different countries, the presence of refugees often sparks complex debates, shaping public perception and affecting the support available for mentoring programs. These debates influence how mentors and mentees interact, and whether community and institutional support is strong or fragile.

Economic Impact

Refugees are often perceived through contrasting lenses regarding their economic role. On one hand, evidence shows that many refugees fill critical labour shortages, especially in aging societies or sectors with low recruitment, such as care work, agriculture, or construction. Some go on to become entrepreneurs, creating businesses that employ locals and other refugees alike.

However, critics may claim that newcomers place a strain on public resources, including housing, healthcare, or social welfare systems–especially when support systems are already under pressure. These fears can lead to resentment or resistance from host communities, affecting willingness to engage in mentoring or integration initiatives.

Security Concerns

Security is another point of contention. In certain political contexts, refugees are associated with risks to national security or social cohesion, often amplified by media narratives. This can create fear and mistrust among potential mentors or communities.

Yet, countless studies show that refugees are overwhelmingly peaceful and themselves fleeing violence and persecution. Supporters highlight that offering mentorship and inclusion is one of the best ways to prevent isolation and radicalization, fostering stronger and safer communities for all.

Module 2 - Lesson Plan 3

Cultural Integration

The topic of cultural integration is also deeply polarizing. Some view refugee populations as enriching national culture through language, cuisine, music, and new perspectives. Others, however, may worry that integration is too difficult, citing language barriers, religious differences, or contrasting social norms.
Mentorship plays a vital role here: it creates personal connections that bridge cultural divides, helping both refugees and host communities grow in mutual understanding and trust.

Legal and Ethical Debates

Finally, there are complex debates around asylum laws and international responsibility-sharing. While international law affirms the right to seek asylum, the interpretation and implementation of these laws vary greatly. Some countries accept high numbers of refugees, while others close their borders or process asylum claims slowly.
This unequal distribution affects how easily mentoring programs can be implemented. In countries with hostile or restrictive policies, finding mentors may be more difficult, and mentees may live in fear or uncertainty. Advocates often call for ethical and rights-based approaches that promote integration and inclusion through education, employment—and mentoring.

Module 2 - Lesson Plan 3

Activity 6: Focus Group

Duration 20 min

Methods Focus Group

Objective Develop and present a concrete action plan to overcome the mentoring challenge

Materials Required Paper, markers, colored pencils, glue, scissors...

Step-by-Step Instructions

1. Participants will be divided into small groups; each assigned a different mentoring challenge. Each group selects one real or hypothetical challenge from a provided list (or from their own context).
   - E.g. “Lack of trust between refugee youth and potential mentors”, “Mentors lack time”, “Rural areas have no mentoring programs”
2. Group Discussion (15 min)
3. Identifying the root causes of the challenge.
   - Brainstorm at least 3 practical solutions or actions.
   - Consider stakeholders involved, needed resources, and how to measure success.
4. Presentation (5 min per group):
   - Each group presents a concrete action plan: What the issue is, proposed strategy, and expected impact.
5. Debrief as a whole group: Reflect on:
   - What challenges came up most often?
   - What creative solutions emerged?
   - How might these ideas be shared, tested, or scaled?

Module 2 - Lesson Plan 3

Additional Resource 4

Title

"11 Myths and Misconceptions About Refugees Debunked" (UNHCR)

Context

A fact-based resource that addresses common misconceptions about refugees, based on global data and research.

Value

Equips mentors and trainers with language to respond to bias or resistance in their communities. Also useful for awareness campaigns and advocacy.

Link

https://www.rescue.org/uk/article/11-myths-and-misconceptions-about-refugees-debunked

Additional Resource 5

Title

Migration Policy Institute

Context

This 2023 report by the Council of Europe's Committee examines the multifaceted process of integrating migrants and refugees into host societies. It emphasizes that integration is a dynamic, two-way process that benefits both newcomers and host communities. The report advocates for a "new social contract" that clearly delineates the rights and responsibilities of all parties involved, fostering mutual understanding and cooperation. It draws on successful examples like Norway, Sweden, and Finland.

Value

This resource advocates for structured mentorship programs and community engagement, it underscores the pivotal role of mentors in easing the transition for refugees. The report's emphasis on collaborative approaches and shared responsibilities offers a framework for developing effective mentoring strategies that are sensitive to the socio-political contexts of host countries.

Incorporating this report into Lesson 3 will enrich participants' understanding of the broader landscape of refugee mentoring, enabling them to design and implement programs that are both impactful and sustainable.

Link

https://rm.coe.int/integration-of-migrants-and-refugees-benefits-for-all-parties-involved/1680aa9038

Module 3

Core Thriving Skills

Aim & Objective

Equip learners with skills that promote resilience, cultural inclusion, and personal well-being for refugees:

- Support the psychological well-being of refugees.
- Strengthen practical/soft skills to build respectful relationships.
- Foster an empathetic mindset, cultural appreciation, and empowerment/self-advocacy.
- Develop a historical and political understanding of refugee movements and their societal impact.

Learning Outcomes

Knowledge

- Essential life skills for mental health.
- Well-being factors in refugee integration.
- Statistics and data on asylum seekers in Europe.

Skills

- Apply problem-solving techniques.
- Active listening and effective communication.
- Encourage cultural exchange and inclusion.

Attitudes

- Growth mindset and personal development.
- Promotion of cultural diversity
- Advocacy for refugees' well-being.

Target Group

- Adult Educators
- Community Social Workers

Module 3

Core Thriving Skills

Duration

- F2F: 3h30 - 5h
- SDL: 2h

Topics Covered

- Psychological Well-Being
- Practical Life Skills for Thriving
- Cultural Diversity & Integration
- Non-verbal Communication & Empathy
- Refugee Self-Advocacy & Refugee Rights

Lesson Plans

Lesson 1 - Psychological Well-being and Life Skills for Thriving
In this lesson, participants will explore the concept of psychological well-being and its fundamental role in the adaptation process of refugees. They will understand how mental health, resilience, and emotional balance key elements for successful integration and self-sufficiency are. The practical segment now focuses on essential life skills such as problem-solving techniques.

Lesson 2 - Building Bridges: Cultural Diversity, Active Listening, and Empathetic Communication
Lesson 2 focuses on fostering cultural exchange and integration, as means to reduce marginalization, promote social inclusion, encouraging participants to approach diverse cultural experiences with openness and respect. They will also develop communication skills essential for trust-building, including active listening, empathy, and understanding the power of non-verbal cues. By the end of this lesson, participants will be better equipped to create meaningful connections with individuals from different backgrounds, contributing to more inclusive and supportive environments.

Module 3

Core Thriving Skills

Lesson 3 - Empowerment through Self-Advocacy and Inclusion Strategies
In this final lesson, participants will understand the importance of self-advocacy for refugees and how it plays a crucial role in navigating complex systems and asserting personal rights. The lesson will include an exploration of statistics and official data concerning asylum seekers, enhancing data literacy and critical thinking.

Preparation

- Ensure technical equipment is available and functional: projector, internet connection.
- Reserve the room
- Notify the target group of the session schedule
- Prepare needed materials for the Lesson Plan (see below)
- Prepare Coffee Break (if scheduled
- To support the presentation, please use this additional resource: **PPT_F2F_Module3**

Ice-breaker Activity

Energizer 1 - Survival Skills Brainstorm (5 min)

- Ask participants: “What skills do you think are essential to thrive in a new environment?”.
- Write responses on a board or digital tool (like Miro) to spark discussion.
- Encourage a short group discussion.

Energizer 2 - Skill Tree

- Ask participants: "Imagine you are designing a character for a game. What are the three essential skills your character needs to survive and thrive in a new environment?"
- Each participant writes down their three skills on a "character sheet" (either on paper or using a digital tool like Miro or Jamboard).
- Return to a group setting.
- Group similar skills together to create a collective "Skill Tree," where each branch represents a category (e.g., communication, resilience, problem-solving).
- Use discussion prompts like:
  - “Which of these skills do you find the hardest to develop?”
  - “Were there any skills that surprised the group?”

Module 3 - Lesson Plan 1

Theoretical Context

Psychological Well-being

Definition: Psychological well-being refers to an individual's emotional, mental, and social health. It includes feeling good (positive emotions), functioning well (effective coping mechanisms), and maintaining meaningful relationships.
Applicability: For refugees, maintaining psychological well-being is critical to coping with the challenges of displacement, trauma, and cultural adaptation. Enhancing well-being helps reduce the risk of mental health issues and supports resilience in rebuilding their lives.

Trauma

Definition: Trauma is a psychological and emotional response to deeply distressing or disturbing events. It can be acute (resulting from a single incident), chronic (resulting from repeated and prolonged exposure), or complex (exposure to varied and multiple traumatic events). Trauma affects how individuals process emotions, relate to others, and perceive safety.
Applicability: Many refugees have experienced trauma due to conflict, persecution, displacement, or loss. Understanding trauma is essential for both adult educators and social workers, as it helps them approach individuals with sensitivity and avoid re-traumatization. Trauma-informed approaches foster trust, safety, and empowerment – key elements for successful integration and well-being.

Problem-Solving

Definition: Problem-solving is the process of identifying obstacles and finding practical solutions through logical thinking, creativity, and structured steps. Techniques can include brainstorming, root cause analysis, or decision-making frameworks.
Applicability: Refugees face daily challenges such as navigating legal systems, accessing services, or overcoming language barriers. Teaching structured problem-solving empowers them to approach these challenges proactively and regain a sense of control over their lives.

Module 3 - Lesson Plan 1

Warm-up Activity: Psychological Well-Being

Duration 5-10 min

Methods Group discussion

Materials Required

- Flipchart + writing material OR computer + Digital board (e.g., Miro board) + projector - Suggestion: Mentimeter app

Step-by-Step Instructions

- Pose this question to the group: “What does ‘psychological well-being’ mean to you?”
- Write down key words or concepts on a flipchart/digital board (e.g., use Miro board from Energizer activity)
- Introduce a simple/accessible definition of psychological well-being to the group: “Psychological well-being refers to the state of mental health where individuals feel positive about themselves and their life and have the ability to cope with stress.” (See **Module3_PPT**)
- Briefly explain why psychological well-being is essential for thriving in any context, especially for marginalized groups.

Activity 1: Practical Life Skills for Thriving

Duration 20 min

Methods Group Brainstorming

Materials Required

- Printed **Activity 1 Sheet: Scenario-Based Problem-Solving Activities** with problem-solving scenarios
- Optional: Flipchart or board to summarize group reflections

Step-by-Step Instructions

- Start by explaining the importance of problem-solving in daily life.

Module 3 - Lesson Plan 1

Theory: These skills help individuals navigate challenges effectively to achieve goals, particularly in fast-paced or resource-limited environments like those refugees and marginalized groups often experience (see **Module3_PPT**).

Group Activity – Scenario-Based Problem Solving:

- Divide participants into small pairs or groups and give them a problem-solving scenario related to time management (e.g., “You have a limited amount of time to prepare for a job interview, but you’re also juggling family commitments and limited resources. How would you manage your time effectively?” OR “You’re given a set of tasks for the day: attending a meeting, preparing a report, picking up a child from school, and finding time to relax. How would you organize your day to balance these demands?”). Use Activity Sheet - see “Required Materials”.
- Ask each group to discuss ONE scenario and brainstorm solutions. Give problem-solving and time management tools. Optional use: **prioritizing tasks sheet**, **problem-solving cards**.
- Give them a few minutes to organize their thoughts and present their solutions. You can give question cards with reflection questions such as:

PROBLEM-SOLVING
-What strategies do they consider would work well for managing time in this scenario?
-What could be the biggest challenges faced when trying to solve the problem?
-How can problem-solving approaches be applied in this scenario?

Module 3 - Lesson Plan 1

Group Reflection and Wrap-Up:

- Bring the group back together and discuss:

-How do time management and problem-solving skills help in overcoming challenges, especially for refugees and those in transitional situations?
-What time management tools or strategies did participants find most useful in the activity (e.g., prioritization, to-do lists, time blocking)?
-How can they apply these skills in real-life refugee support contexts or personal life situations?

Summarize the key takeaways on the board, emphasizing how effective problem-solving and time management are foundational to thriving in complex, challenging environments

Additional Resource 1

Title Book: "The Body Keeps the Score" – Bessel van der Kolk

Context A book exploring the impact of trauma on the body and mind, highlighting resilience and approaches to treating traumatic stress.

Value Helps to understand how traumatic experiences can affect personal relationships and how resilience can be cultivated through connections, such as friendship.

Link https://www.wook.pt/livro/the-body-keeps-the-score-bessel-van-der-kolk/16461858?srsltid=AfmBOooKGd18LM4cW3-KJ5MX_4tcsuMmQmjq1-tSsgc5pW7CtFOTUoTP

Module 3 - Lesson Plan 1

Additional Resource 2

Title Podcast: "Far From Home"

Context A podcast sharing stories of extraordinary journeys, exploring themes of adventure, connection, and human resilience.

Value Highlights how shared experiences and challenges can strengthen bonds and deepen friendships.

Link https://open.spotify.com/show/6WalvlyPNBaqhm8geyEGRf

Module 3 - Lesson Plan 2

Theoretical Context

Cultural Exchange

Definition: Cultural exchange is the mutual sharing of customs, values, traditions, and experiences between people from different cultural backgrounds. It is based on curiosity, openness, and a willingness to learn from one another without imposing dominant perspectives.
Applicability: In mentoring relationships with refugees and asylum seekers, promoting cultural exchange helps break down stereotypes and builds mutual respect. It encourages both mentors and mentees to value cultural differences as advantages and growth opportunities rather than barriers, laying the foundation for deeper understanding and cooperation between individuals.

Integration

Definition: Integration is a two-way process in which newcomers and host communities adapt to each other, aiming for full participation in social, cultural, and economic life while preserving cultural identity. Unlike assimilation, integration values diversity and shared responsibility.
Applicability: Supporting integration means creating inclusive spaces where refugees feel welcomed to participate actively. For educators and social workers, this involves not only providing access to resources but also encouraging cultural visibility, interaction, and respectful treatment.

Active Listening

Definition: Active listening is the practice of fully concentrating, understanding, responding, and remembering what is being said. It requires giving full attention to the speaker, using verbal and non-verbal cues to show engagement.
Applicability: When working with refugees, active listening helps ensure that their needs, concerns, and experiences are genuinely heard and addressed, reinforcing their sense of safety and respect.

Module 3 - Lesson Plan 2

Empathy

Definition: Empathy is the ability to understand and share the feelings of another person, seeing the world from their perspective.
Applicability: Practicing empathy with refugees creates a supportive environment where they feel safe to share their stories and challenges, which is crucial for effective mentorship and assistance.

Non-verbal Communication

Definition: Non-verbal communication includes facial expressions, gestures, posture, eye contact, and tone of voice that share a message without words.
Applicability: Language barriers are very common in refugee settings, hence non-verbal communication becomes a vital tool to express understanding, build rapport, and create a welcoming space, even when verbal communication is limited.

Warm-up Activity: Cultural Mix

Duration

10 min

Methods

Energizer discussion, group reflection

Materials Required

- Whiteboard/flipchart and markers (or digital board)
- Optional: PowerPoint slide with definitions of cultural awareness

Step-by-Step Instructions

- Welcome participants and explain that this is a warm-up activity to explore cultural communication and share experiences.
- Pose a reflective question to the group. Example: “Can you think of a time when you experienced a cultural misunderstanding? How did you resolve it?”
- Allow participants a moment to reflect individually.
- Invite a few volunteers to share their experiences briefly with the group.

Module 3 - Lesson Plan 2

- Write down key responses/concepts on the board/flipchart to highlight different perspectives and resolutions.
- Summarise the shared experiences and transition into a brief introduction of the concepts of cultural exchange and integration, using the **Module3_PPT.**
- Optionally, distribute definitions of these concepts to reinforce learning and set the stage for the next activity. Mention page

Activity 2: Non-Verbal Communication

Duration

10 min

Methods

Pair work, group reflection

Materials Required

- Optional: Printed **Observation Worksheet** for all participants to note non-verbal cues
- Optional: Flipchart or board to summarise discussion points

Step-by-Step Instructions

- Explain the objective of the activity:

Understanding non-verbal communication and its cultural variations.

- Divide participants into pairs.
- Assign one person in each pair to silently communicate a simple message (e.g., an emotion, a greeting, or expressing a need) using only body language, gestures, and facial expressions.
- The second person in the pair attempts to interpret the message based only on these non-verbal cues.
- After a few minutes, switch roles so both participants experience both sides of the exercise.

Module 3 - Lesson Plan 2

6. Gather the group and facilitate a short discussion:
-Were there any misunderstandings? Why?
-How do you think cultural differences affect interpretation of non-verbal cues like eye contact, gestures, and personal space?
7. Conclude by reflecting on the relevance of non-verbal communication in refugee and migrant support settings, emphasising the importance of sensitivity to cultural nuances.

Activity 3: Spot the Cue, Adapt the Response

Duration

25 min

Methods

Video/role-play scenarios, paired observation, group debrief

Materials Required

- Printed **Activity 3 Observation Sheet Spot the Cue** for all participants
- Timer or stopwatch
- (Optional) audio/video player for clips

Step-by-Step Instructions

- Before initiating, ask participants to share physical communication they know:

“Which physical communication cues do you pay attention to?”.

- Write them on a digital/paper whiteboard. Then move on to the activity.
- Introduce the purpose of the activity: Raise awareness of physical cues and practice adapting communication.
- Hand out the observation worksheet. Play a 2-3 minute video clip showing a distressed speaker.
- In pairs, participants will note down the cues they noted (“Type of Cue” and “Specific Example”), how they interpreted them (“ Interpretation/Possible Meaning”), and how they would react to the situation (“How Could You Respond Supportively?”).

Module 3 - Lesson Plan 2

Adaptive Response Practice

- Still in pairs, participants will answer 5 reflective questions on the Observation Worksheet.

Group Reflection. Reconvene as a full group and discuss:

1. What was the most noticeable cue you observed?
2. Did you mistake a cue for another meaning?
3. Did your interpretation change as the situation evolved?
4. How easy or difficult was it to respond appropriately?
5. What would you do differently in a real-life situation?

Wrap-Up: Summarize key takeaways: the importance of non-verbal awareness, quick adaptation, and empathy.

Module 3 - Lesson Plan 3

Theoretical Context

Self-Advocacy

Definition: Self-advocacy is the ability of individuals to communicate their needs, desires, and rights effectively and confidently, making informed decisions about their own lives.
Applicability: For refugees, self-advocacy is a vital empowerment tool. It enables them to navigate complex systems, express their needs in legal or social contexts, and claim their rights in housing, employment, education, and beyond.

Refugee-Related Data Sets

Definition: Refugee-related data sets include statistical information and official reports about refugee movements, asylum applications, integration outcomes, and demographic profiles.
Applicability: Understanding these data sets helps both refugees and practitioners to recognize trends, access evidence-based resources, and use data to inform advocacy efforts and community support initiatives.

Advocating for Rights

Definition: Advocacy for rights involves actions aimed at influencing decision-makers and raising awareness to protect and promote human rights, particularly for marginalized groups.
Applicability: Refugees learning advocacy skills become active agents of change, capable of raising their voices for policy reforms, fighting discrimination, and promoting inclusive practices within their host communities.

Module 3 - Lesson Plan 3

Warm-up Activity: What is Self-Advocacy?

Duration

5 min

Methods

Group discussion, brainstorming

Materials Required

- Flipchart + writing material OR computer + Digital board (e.g., Miro board) + projector
- Optional: Digital board/projector for displaying questions or summarizing responses

Step-by-Step Instructions

1. Briefly explain that self-advocacy is an important skill that helps individuals express their needs, rights, and desires.

2. Pose a reflective question to initiate the session. Example: “What does self-advocacy mean to you, and why is it important for refugees?”.

3. Allow participants a moment to reflect and then invite responses. Write responses on the whiteboard or flipchart, and highlight key points such as empowerment, independence, and rights.

4. Briefly introduce the topic of self-advocacy in refugee empowerment, mentioning how it helps refugees access services, stand up for their rights, and integrate into their new communities.

5. Conclude by transitioning to the next section of the lesson, where participants will dive deeper into practical skills for self-advocacy.

Module 3 - Lesson Plan 3

Activity 4: What the Numbers Tell Us

Duration 15 min

Methods Group discussion, presentation

Materials Required

- Computer + Projector
- Dataset related to refugees (asylum applications, education, employment, etc.)
- Whiteboard/flipchart + markers OR digital board (e.g., Miro board, Kahoot Quizz)
- For a complete Additional Material with questions, answers, and reliable sources, ready to be adapted into a dynamic Quizz, click **here**.

Step-by-Step Instructions

1. Briefly introduce the activity (see **Module3_PPT**), explaining that participants will analyse real-world data related to refugees to better understand its implications for self-advocacy.

2. Ask participants to search a dataset related to refugees (e.g., number of asylum applications, access to education, or employment statistics). Ensure the dataset is reliable, simple and easy to interpret. Suggestions of reputable sources:
   - UNHCR Refugee Data Finder
   - Eurostat - Asylum Applications
   - OECD - Databases on Migration
   - IOM Global Migration Data Analysis Centre
   - World Bank

3. Divide participants into groups and provide them with the following questions to search on the suggested data websites:
   - Do refugees receive more financial support than national citizens?

(Look for information about welfare programs, unemployment benefits, or financial aid for refugees compared to nationals.)

- Do refugees contribute to higher crime rates in their host countries?

(Search for statistics on crime rates and whether there's evidence of a correlation with refugee populations.)

- What percentage of refugees actually find employment within their first 5 years in their host country?

(Look for employment rates for refugees and compare them with the general population.)

- Are refugees overrepresented in social services usage?

(Look for reports or data on the usage of healthcare, education, and other social services by refugees.)

4. Participants share their findings with the whole group, focusing on how the data contrasts with social perceptions/stigma they hear from other people/media/social media. Write key points on the board/flipchart.

5. Conclude by emphasizing the importance of accessing reliable data to advocate for policies that support refugees, and how it connects to self-advocacy.

Activity 5: Empowerment Role-Play - Refugee Rights

Duration 15 min

Methods Role-play, group discussion

Materials Required

- Activity 5 Sheet_Empowerment Role-Play: Refugee Rights (printed or digital)
- Optional: Flipchart or board to summarise group reflections

Module 3 - Lesson Plan 3

Step-by-Step Instructions

1. Introduce the role-play activity where participants will take on the roles of a refugee and a public official (e.g., immigration officer, social worker).

2. Divide participants into pairs. One will play the role of a refugee seeking to advocate for their rights (e.g., access to education or employment), and the other will play the role of a public official who may need to address the refugee's request.

3. Allow each pair 2 minutes to act out the role-play scenario. The refugee should advocate for their rights using the strategies they've learned, and the public official should respond appropriately (e.g., providing information, asking questions, or offering solutions).

4. After the first round, participants switch roles and repeat the role-play, focusing on practicing self-advocacy from the opposite perspective.

5. After both rounds, bring the group together to discuss the role-plays. Write key insights on the whiteboard/flipchart. Pose some questions to guide the debrief. Example:
   - What strategies worked well for advocating for refugee rights?
   - What challenges did you face during the role-play, and how did you address them?
   - How can you improve your advocacy techniques moving forward?

6. Conclude by reinforcing the importance of self-advocacy for refugees and how these strategies can be applied in real situations. Connecting to the next activity, analysis of successful case studies of refugee self-advocacy.
   - Do refugees contribute to higher crime rates in their host countries?

Module 3 - Lesson Plan 3

Additional Resource 3

Title

Book: We Are Displaced: My Journey and Stories from Refugee Girls Around the World by Malala Yousafzai

Context

A book by Malala Yousafzai sharing personal stories of girls displaced by conflict, exploring themes of resilience, hope, and human connection.

Value

Highlights the importance of relationships and support networks in overcoming displacement and rebuilding lives.

Link

https://www.wook.pt/livro/we-are-displaced-malala-yousafzai/24686505?srsltid=AfmBOorBVS1XyVPu5RKdydOTD5bFN6UNzU7KI3efJkjUZsCb8FaCjW0h

Module 4

Refugees Identified Good Practices for Adult Educators and Community Social Workers

Aim & Objective

Equip adult educators and community social workers with the knowledge, skills, and best practices needed to support refugees effectively:

- Deep understanding of the challenges refugees face in educational and social settings.
- Learn how to create inclusive and welcoming environments.
- Design culturally sensitive support programs.

Learning Outcomes

Knowledge

- Know best practices for Educators and Social Workers serving refugees.
- Understand the specific needs of refugees in educational and social contexts.

Skills

- Create inclusive and welcoming learning environments for refugees.
- Develop support programs that meet the needs of the target group

Attitudes

- Demonstrate cultural sensitivity and respect for the experiences of refugees.
- Commit to promoting inclusion and equal opportunities.
- Appreciation of cultural diversity and interculturality.

Target Group

- Adult Educators
- Community Social Workers

Module 4

Refugees Identified Good Practices for Adult Educators and Community Social Workers

Duration

- F2F: 4 - 5 hours (depending on group dynamics)
- SDL: 2h

Topics Covered

- Common challenges faced by refugees
- The importance of addressing educational and social needs.
- The role of adult educators and social workers in fostering inclusion.
- Practical strategies for inclusivity (e.g., using plain language, cultural accommodations).
- Examples of successful programs.
- The role of cultural sensitivity and self-awareness in interactions.

Lesson Plans

Lesson 1 - Understanding Refugee Needs and Challenges
Participants will explore refugee needs and challenges through a world café exercise and case study analysis, leveraging collective knowledge to deepen understanding.

Lesson 2 - Best Practices for Creating Inclusive Environments
This lesson introduces forum theatre as a tool to empower participants in creating inclusive environments, addressing oppression, and changing narratives. This particular method, a forum theatre, is known to be used in conflict areas and with people that face different types of oppression to empower them to speak up and change the narrative

Lesson 3 - Building Support Programs and Promoting Cultural Sensitivity
Participants will learn to design support programs that are inclusive and culturally sensitive, fostering environments tailored to the unique needs of refugees.

Module 4

Refugees Identified Good Practices for Adult Educators and Community Social Workers

Preparation

- Ensure technical equipment is available and functional: projector, internet connection.
- Reserve the room
- Notify the target group of the session schedule
- Prepare needed materials for the Lesson Plan (see below)
- Prepare Coffee Break (if scheduled)
- To support the presentation, please use this additional resource: **PPT_F2F_Module4**

Ice-breaker Activity

Energizer 1

- The facilitator will ask questions to the participants.
- The room will be split in YES/NO/MAYBE(or other options) areas and the participants will have to position themselves according to their answers.
- After asking each question/statement, the facilitator asks the participants sitting in the middle (maybe position) to explain why they chose to sit there.

Possible statements (can be changed according to specific needs):
“I lived in another country than my country of origin for at least 6 months.”
“I have experienced being in a situation where I didn’t understand what people were saying.”
“I have learned a new language as an adult and was difficult/easy?”
“I believe that small gestures, like a smile or a greeting in someone’s native language, can help make people feel welcome.”
“It’s possible to fully understand someone’s experience without having lived through it yourself.”

Module 4 - Lesson Plan 1

Theoretical Context

Clear Communication

Use language that is accessible, provide translations if necessary, and ensure materials are easy to understand.

Cultural Sensitivity

Be aware of cultural differences in communication styles, learning preferences, and comfort levels.

Safety and Trust

Build rapport with refugees, ensuring they feel heard, respected, and safe, especially when discussing sensitive topics.

Engagement

Offer multiple ways for refugees to participate (e.g., peer discussions, written responses, non-verbal feedback) so everyone can contribute in their own way.

Module 4 - Lesson Plan 1

Activity 1: Refugees Challenges and Needs

Duration 1 - 1.5h (depending on group discussions)

Methods Group discussion

Materials Required

- Flipcharts + writing material

Step-by-Step Instructions

- Prepare 3 Flipcharts with the following topics:

-Common Challenges faced by refugees
-Educational and Social Needs
-Role of Educators and Social Workers

- Place each flipchart on one table in your working room
- Split the group in 3 smaller groups and ask each one of them to sit at one table
- Each group has 5 min to write as many ideas as possible connected to the topic they have on their table
- After 5 min, they switch the tables and repeat the procedure
- After another 5 min, they change again, this would be the final change
- After the 3 rounds, ask one person per group to sum up the ideas from the flipchart they have in front of them

You can ask the others to add more information, if they have

- End with a short debriefing, asking the participants:

“How was the activity?”
“Did they find something new?”
“ What ideas would they take with them home?”

Module 4 - Lesson Plan 1

Activity 2: Case Study Analysis

Duration 20-30 min

Methods Group discussion and case stuady analysis

Materials Required

- Flipcharts + writing material
- Printed case studies
- Printed **Case Study Sheet**

Step-by-Step Instructions

- Divide the participants into smaller groups, 3 groups.
- Give to each group one printed case study (see Case Study Sheet).
- Besides the questions they will find under each case study, they also must identify:

-The key challenges faced by the refugee(s)
-Potential solutions for educators and social workers
-Best practices to apply

- After 15 min, ask each group to present their case study and the answers to their questions.
- The facilitator highlights good practices emerging from the discussions and writes them on a flipchart.

As a final debriefing ask:
“How was the activity for them?”
“Could they identify points similar with their work?”
“Was it difficult to identify the challenges and find potential solutions?”
“Are these solutions applicable in their everyday work?”

Module 4 - Lesson Plan 1

Case Study

Case Study 1 – "Amina's Journey"
Amina, a 32-year-old single mother from Syria, arrived in a European country with her two children (aged 5 and 10). She fled her home due to war and persecution. She speaks little of the local language and is a trained nurse. She witnessed a bomb being dropped on her hospital and lost several colleagues in the attack. She and her children have been living in temporary refugee housing for six months.

Case Study 2 – "Mohammed's Challenge"
Mohammed, a 19-year-old adolescent with a refugee background from Afghanistan, arrived alone in the host country after his family was displaced. Due to the conflict, he had to leave school early and was unable to complete his high school diploma. He is eager to work but has problems with job applications and legal documents. Despite his enthusiasm, he is discriminated against by potential employers and does not know how to navigate the system. He also suffers from anxiety and loneliness because he is separated from his family.

Case Study 3 – "Oksana and Little Danylo"
Oksana, a 28-year-old mother from Ukraine, fled her home with her 3-year-old son, Danylo, after the war intensified. Her husband stayed behind to support the defense efforts. She arrived in the host country with only a small suitcase and limited financial resources. She was a self-employed hairdresser in her home country, but she is struggling with the local language and bureaucracy regarding self-employment. She is also emotionally exhausted, as she has to reconcile the trauma of displacement with the need to care for her son, who suffers from frequent nightmares and separation anxiety.

Module 4 - Lesson Plan 1

Instruction/ Reflection

What are Amina's most urgent needs?
How can educators and social workers support her and her children?
What resources and services should be provided to help her integrate and cope mentally?

How can you, as adult educators, help Mohammed improve his skills and confidence?
What services could you offer with the aim of integrating him into the labour market?
What strategies could be used to help Mohammed integrate socially?

What immediate support does Oksana need to adapt to her new environment?
How could you help her improve her language skills and find work or rebuild her independence?
What strategies could help Danylo cope with trauma and feel safe in his new environment?
How can the community support Oksana and other refugee mothers?

Key Lessons

Language support that offers childcare options are essential
Trauma informed and emotional support are needed
Carrer orientation and navigating the system

Module 4 - Lesson Plan 1

Additional Resource 1

Title

Integration Handbook: Promoting welcoming and inclusive societies by UNHCR

Context

Online article focusing on promoting welcoming and inclusive societies. It outlines strategies for fostering social cohesion in resettlement countries, it emphasizes the roles of governments and communities in creating environments that support refugee integration through legislative frameworks, community engagement, and inclusive media narratives.

Value

It provides clear, evidence based framework for fostering social cohesion and inclusion. It helps practitioners understand how policies, public messaging, and local engagement efforts can shape more positive attitudes toward refugees, while also identifying practical ways to promote belonging and prevent discrimination.

What would you learn?

·Concrete strategies to engage host communities and reduce social tensions.

·The importance of inclusive public narratives and refugee participation in civic life.

·How to align local programming with broader national or international inclusion efforts.

By using this guide, professionals can develop programs and approaches that not only meet immediate refugee needs but also contribute to long-term, systemic change. It equips them to act not just as service providers, but as community bridge-builders, fostering mutual respect and cooperation between newcomers and host populations.

Link

https://www.unhcr.org/handbooks/ih/welcoming-inclusive-societies/promoting-welcoming-and-inclusive-societies

Module 4 - Lesson Plan 2

Warm-up Activity: Inclusive Environments

Duration 5 min

Methods Energizer discussion

Materials Required

- Whiteboard/flipchart and markers

Step-by-Step Instructions

- Welcome participants and explain that this is a warm-up activity to explore inclusive environments.
- Ask the group the following question:

“What does an inclusive environment mean to you?”

- Allow participants a moment to reflect individually.
- Invite the participants to share their thoughts linking them to their professional experiences
- Write down key responses/concepts on the board/flipchart to highlight different perspectives
- If not mentioned by the participants add to the list:

-Clear, accessible communication.
-Building rapport and trust with participants
-Cultural sensitivity in discussions and activities.
-Providing opportunities for all participants to contribute and feel heard.

Module 4 - Lesson Plan 2

Activity 3: Tackling real life situations through Forum Theatre

Duration 1 - 1.5h

Methods Theatre play

Materials Required

- PowerPoint slide with Definition of Forum Theater and Step by step indications (See **Module 4_PPT**)

Step-by-Step Instructions

Explanation of Forum Theatre (5 min): The facilitator introduces Forum Theatre as an interactive method that allows participants to explore real-life challenges and solutions.

Key elements:
A short scene depicts a challenge (e.g., a refugee facing exclusion in an educational or social setting).
The audience ("spect-actors") can step in, change the scenario, and propose alternative solutions.

Step 1 (20-30 min):

- The Facilitator splits the group in 2, one part will be the actors and one part the spectators.The part that will be the actors will go to another room or separate part of the room, so the other part won't hear or see them. Together they will have to decide on a simple situation, possible from their work experience when a refugee was excluded.

Example of scenario (in case participants don't come up with one):
A social worker is conducting a workshop for a group of refugees, but one participant (a refugee with limited language skills) is being unintentionally left out of discussions. The facilitator uses complex terminology, and when the refugee tries to participate, others ignore them. (see below for the whole scenario)

Module 4 - Lesson Plan 2

Step-by-Step Instructions

- After the group prepared the scenario and decided the roles of each participant, they go back to the rest of the group and play it in front of them.

Step 2: First Round of Acting (10-15 min)

- A few volunteers act out the scene as scripted.
- The rest of the group observes the dynamics.

Step 3: Spect-Actors Step In (20-30 min)

- The facilitator pauses the scene and invites the audience to discuss:

"What were the barriers to inclusivity in this scenario?"
"What could the social worker have done differently?"

- Participants are invited to step into the role of the social worker or other characters and try different approaches.
- The scene is replayed multiple times, allowing for various interventions.

Step 4: Debrief & Key Takeaways (5-10 min)

- Discussion on lessons learned from the scene.

Reflection: How can these strategies be applied in real-life situations?

- The facilitator wraps up the activity by summarizing key strategies for creating an inclusive workshop environment:

Clear Communication: Use language that is accessible, provide translations if necessary, and ensure materials are easy to understand.
Cultural Sensitivity: Be aware of cultural differences in communication styles, learning preferences, and comfort levels.
Safety and Trust: Build rapport with refugees, ensuring they feel heard, respected, and safe, especially when discussing sensitive topics.
Engagement: Offer multiple ways for refugees to participate (e.g., peer discussions, written responses, non-verbal feedback) so everyone can contribute in their own way.

Module 4 - Lesson Plan 2

Additional Resource 2

Title

Theatre of the Oppressed (Forum Theatre): Therapists Managing Complicity in Hospitals

Context

Youtube video introducing the concept and history of the theatre of the oppressed methodology, focusing on forum theatre and then it is an example of a theatre play showing how therapists navigate and address ethical dilemmas within hospital settings.

Value

Even though the topic of the theater play is not connected to our topic, the video covers very good the theory and history behind theater of the opressed methodology and the theater play is a good example of how it works and it can be used with any kind of topic.
What would they learn?

- How to use Forum Theatre as a reflective tool to explore and challenge power dynamics, communication barriers, and institutional limitations in their own practice.
- The importance of participatory learning methods for unpacking complex emotional and cultural scenarios, especially in refugee and migrant contexts.
- Ways to manage ethical dilemmas they may face when navigating systems that are not always inclusive or equitable.

Link

https://www.youtube.com/watch?v=3y83wTEGPiY

Module 4 - Lesson Plan 2

Additional Resource 3

Title

Book: Theatre of the Oppressed by Augusto Boal

Context

In this book, Brazilian theatre director and activist Augusto Boal introduces his influential concept of the “Theatre of the Oppressed,” a method that transforms passive audiences into active participants (“spect-actors”). Drawing on the work of Paulo Freire, Boal presents theatre as a tool for dialogue, reflection, and social change–especially among marginalized communities. The book outlines techniques such as Forum Theatre, Image Theatre, and Invisible Theatre, which are now used globally in education, social work, and community development.

Value

This book is very useful and valuable to any adult educator or social worker that wants to implement the method and learn further about it and its base.
They would learn:
·How to use participatory theatre as a method for empowerment and inclusion, particularly with groups who have experienced marginalization, such as refugees and migrants.
·Strategies to facilitate critical thinking and collective problem-solving, using performance as a space for imagining and rehearsing real-world change.
·How to shift power dynamics in learning and support environments, giving voice and agency to those traditionally excluded from decision-making.
Creative techniques to explore sensitive topics (e.g., trauma, discrimination, power) in a non-threatening, collaborative way.

Link

https://www.amazon.com/Theatre-Oppressed-Augusto-Boal/dp/0930452496

Module 4 - Lesson Plan 3

Warm-up Activity: Cultural Sensitivity

Duration 15 min

Methods Energizer discussion

Materials Required PowerPoint slide with Definition and important points (Use **Module4_PPT**)

Step-by-Step Instructions

1The facilitator starts the session by giving some input on Cultural Sensitivity and why it is important, as well as mentioning how important is to not only recognize the needs and challenges of the refugees they are working with, but also to develop effective and culturally sensitive solutions in the format of projects or programmes that meet those needs.

(See **Handout Lesson Plan 3 Module 4**)

Activity 4: Developing Support Programs

Duration 40 min - 1h

Methods Group work

Materials Required

- PowerPoint slide with topics and indications (Use **Module4_PPT**)
- **Template Support Program Plan**
- Flipchart or A4 papers
- Markers/Pens

Module 4 - Lesson Plan 3

Step-by-Step Instructions

- The facilitator splits the participants in 3 groups and gives to each group a topic from the following and a template of the Support Programs:

-**Mental Health Support** - How can we provide accessible, culturally sensitive mental health services for refugees?

-**Job Readiness** - How can we support refugees in entering the job market while respecting cultural and personal barriers?

-**Language Learning** - How can language programs be made more inclusive and responsive to the diverse needs of refugees?

- Each group must brainstorm and develop a realistic, sustainable and culturally sensitive support program on the topic was given. They must fill up the template given.

Discussion 10 min.

- Each group presents their idea to the rest of the group and the group can ask questions for more clarifications or discuss if such a program would be effective and if it would be possible to implement in their country/environment. Some examples of questions:

“How does your program respect cultural diversity?”
“How could this program be adapted to different refugee communities?”
“How can this program be maintained over time?”
“What are the key challenges to its success, and how could they be addressed?”

Module 4 - Lesson Plan 3

Additional Resource 4

Title

Webinar: Cultural Sensitivity and Inclusivity

Context

The video "Cultural Sensitivity and Inclusivity" provides an in-depth exploration of how cultural sensitivity and inclusivity are integral to effective refugee support. It delves into the challenges faced by refugees and migrants and emphasizes the importance of understanding and respecting diverse cultural backgrounds. Through real-life examples and expert insights, the video highlights strategies for creating inclusive environments that foster trust and engagement among diverse populations.

Value

The video brings additional information and emphasis on cultural sensitivity practices.

They would learn:

- Understanding Cultural Sensitivity: Gain insights into the significance of cultural awareness in interactions with refugees and migrants, and how it impacts service delivery and community integration.
- Strategies for Inclusivity: Learn practical approaches to foster inclusive environments that respect and celebrate cultural diversity, enhancing the effectiveness of support programs.
- Building Trust and Engagement: Discover methods to build trust with refugee communities by acknowledging and verifying their cultural identities, leading to increased participation and better outcomes.
- Addressing Challenges: Understand common barriers to cultural sensitivity and inclusivity, and explore solutions to overcome these challenges in various professional settings

Link

https://www.youtube.com/watch?v=n-9ZkJydkGY

Module 5

Supporting and Empowering Refugee's self-resilience

Aim & Objective

This module helps adult educators and social workers strengthen their ability to support refugee self-resilience. It combines theory, participatory learning, and practical tools to deepen understanding of resilience, trauma, and empowerment. Participants learn to apply key models such as the Resilience Framework and Post-Traumatic Growth, reflect on their own roles through Forum Theatre, and explore concrete strategies to build autonomy, social capital, and reduce structural barriers. Practical tools like the Energizing Jar and self-check-ins offer direct methods for everyday use in education and support settings.

Learning Outcomes

Knowledge

- Understand the concepts of self-reliance and resilience in the context of refugees.
- Know effective strategies to promote empowerment.

Skills

- Develop and implement action plans to support refugee resilience.
- Facilitate activities that strengthen refugees' self-confidence and autonomy.

Attitudes

- Value refugees' capacity for self-help and dignity.
- Commit to being an ally in promoting the rights and empowerment of refugees.

Target Group

- Adult Educators
- Community Social Workers

Module 5

Supporting and Empowering Refugee's self-resilience

Duration

- F2F: 3h-4h30
- SDL: 2h

Topics Covered

- What resilience means, how it develops, and how trauma and displacement affect it.
- Using Forum Theatre to explore real-life refugee challenges, test supportive interventions, and encourage critical reflection.
- Methods to promote refugee autonomy, social connection, and access to resources.

Lesson Plans

Lesson 1: Theoretical Background

This module explores psychological resilience in the context of refugees, focusing on factors that enhance or challenge resilience and how trauma reshapes adaptation. Participants will examine evidence-based models like the Resilience Framework and Post-Traumatic Growth Model to identify strengths and design effective support strategies. The module ends with a reflective discussion connecting theory to professional practice.

Lesson 2: Active Learning

This module uses Forum Theatre to explore refugee resilience through interactive dramatization. Participants act as "spect-actors" to rehearse responses to adversity, fostering empathy, critical thinking, and collaborative problem-solving.

Lesson 3: Strategies for Supporting Refugee Self-Resilience

This module equips participants with strategies to foster refugee resilience by strengthening autonomy, social capital, and emotional support. Through practical tools like peer networks and stress management techniques, they'll learn to promote sustainable, strengths-based support.

Module 5

Supporting and Empowering Refugee's self-resilience

Preparation

- Ensure technical equipment is available and functional: projector, internet connection.
- Prepare printed handouts, flipcharts, markers, and worksheets for resilience exercises.
- Bring or prepare art materials (e.g., for the Energizing Jar and cultural expression activities).
- Organize refreshments for breaks (coffee/tea, water, snacks).
- Arrange seating in a circle or semi-circle to foster dialogue and participation.
- If applicable, set up a small table for participant-created materials, such as drawings, journals, or reflection notes. Reserve the training room and necessary equipment (e.g. projector, flipchart, seating in circle).
- To support the presentation, please use this additional resource: **PPT_F2F_Module5**

Ice-breaker Activity

Energizer 1 - Two Truths and a Wish

- Each participant shares two facts and one hope for the future.
- Others guess which one is the wish.

This allows gentle sharing and future-oriented thinking.

Energizer 2 - Speed-Pair Conversations

- In rotating pairs, participants briefly answer two personal but light questions (e.g., "What energised you this week?" and "What's one thing you appreciate in others?").

Encourages quick bonding without pressure.

Module 5 - Lesson Plan 1

Theoretical Context

This module introduces foundational psychological concepts related to **resilience**, with a focus on their relevance in refugee contexts.

It begins by defining resilience as the capacity to adapt positively in the face of adversity.

The session explores internal and external factors that support resilience, such as emotional regulation, social support, and purpose. It also examines barriers that refugees commonly face—such as trauma, loss, instability, and systemic exclusion—that can inhibit resilience. Two evidence-based psychological models are introduced:

- The Resilience Framework by Angie Hart et al., which emphasizes strengths-based, ecological, and practical approaches to building resilience.
- The Post-Traumatic Growth (PTG) Model by Tedeschi and Calhoun, which highlights the possibility of personal growth emerging from adversity.

These theories help educators and social workers understand resilience as a process shaped by individual, relational, and systemic factors. You can find a detailed description here: **Handbook**

Module 5 - Lesson Plan 1

Activity 1: Identifying and Supporting Hidden Resilience in Refugee Experiences

Duration 40 min

Methods Presentation

Materials Required

- Printed **Case Study Handout** (“Noura’s Strengths Beneath the Surface”)
- **Reflection question sheet**
- Flipchart or whiteboard and markers
- **Module5_PPT** slides on resilience and models
- Projector and computer (if using video or slides)
- Pens and paper for participant notes

Step-by-Step Instructions

- Introduction & Module Overview
- Theoretical Background: Use **Lesson Plan 1 Handbook** to provide a context base to the lesson.
- Group Discussion:

“How does resilience manifest differently in refugees compared to the general society? “

Additional Resource 1

Title Tedeschi, R. G., & Calhoun, L. G. (2004). Posttraumatic Growth: Conceptual Foundations and Empirical Evidence. Psychological Inquiry.

Context Explores how individuals experience significant personal growth after trauma, with a focus on resilience and transformative change.

Value Provides a theoretical and empirical foundation for understanding posttraumatic growth.

Link https://www.tandfonline.com/doi/abs/10.1207/s15327965pli1501_01

Module 5 - Lesson Plan 1

Additional Resource 2

Title Boingboing Resilience (YouTube Channel)

Context A rich source of video content, practical case examples, and short animated guides on resilience–particularly useful for educators and youth workers.

Value Provides a deeper framework for understanding how social support, cognitive changes, and resilience contribute to posttraumatic growth.

Link https://www.boingboing.org.uk/

Additional Resource 3

Title TEDx Talk: Post-Traumatic Growth – Finding Meaning and Creativity in Adversity

Context A TEDx Talk that explores the concept of post-traumatic growth through real-life examples and engaging storytelling.

Value Offers a clear and accessible visual explanation of post-traumatic growth, complementing theoretical and academic perspectives with practical insights.

Link https://www.youtube.com/watch?v=q9OTnObqFSQ

Module 5 - Lesson Plan 2

Activity 2: Forum Theatre - Practicing Refugee Self-Resilience through Participatory Drama

Duration 30 min

Methods Forum Theatre (Theatre of the Oppressed method), Participatory performance. Small group discussion, Critical reflection

Materials Required

- Printed **Forum Theatre scene** (based on Hamid at the Welfare Office)
- Role cards for participants
- Open space with movable chairs (theatre setup)
- Flipchart or whiteboard for post-activity notes
- Timer or bell for pausing and role-switching
- Optional: simple props (e.g. desk sign, folders, scarves) for realism

Step-by-Step Instructions

Case Study Presentation (20 min):

This activity uses the Forum Theater method, a participatory and interactive theatrical technique from Augusto Boal's Theatre of the Oppressed. A real or fictional case of a refugee who demonstrated self-resilience will be dramatized. Participants are not only viewers but also "spect-actors" who can intervene, suggest actions, and even step into roles to explore different outcomes and solutions. This method encourages empathy, critical thinking, and collaborative problem-solving.

Forum Theater Roles and Interaction:
In Forum Theater, participants explore and rehearse social change through live performance. Each session typically includes the following roles:

Module 5 - Lesson Plan 2

- Protagonist – The main character facing adversity, such as a refugee experiencing systemic or interpersonal challenges.
- Oppressors – Characters who represent forces of discrimination, institutional barriers, or personal conflict.
- Allies/Bystanders – Individuals who may support, ignore, or unintentionally hinder the protagonist.
- Facilitator (Joker) – Guides the process, explains the rules, invites intervention, and maintains a respectful and inclusive space.
- Spect-actors – Audience members who are empowered to step into the play, take on roles, suggest alternative actions, and test different strategies for overcoming obstacles.

How the Interaction Works:

- A short scene depicting a challenge (e.g., navigating asylum systems, facing racism, being denied services) is presented.
- The scene ends without resolution.
- The facilitator invites the audience to suggest and enact alternative actions that might empower the protagonist.
- Spect-actors can stop the play, step into any role (except the Joker), and explore how a different response could lead to a more just or resilient outcome.

This method promotes critical reflection, empathy, and empowerment—making it especially valuable in refugee education, training, and support work.

1. (Small) Group Discussion (10 min):

“What external and internal factors helped them?”
“What role did social workers or educators play?”
“How can we apply these insights to our own work?”

Additional Resource 4

Title Augusto Boal – Games for Actors and Non-Actors

Context The foundational manual on Theatre of the Oppressed and Forum Theatre, offering techniques and exercises on participatory theatre.

Value Provides practical tools to develop dialogue, promote social change, and encourage collective problem-solving through interactive theatre methods.

Link https://www.amazon.com/Games-Actors-Non-Actors-Augusto-Boal/dp/0415267080

Additional Resource 5

Title Theatre of the Oppressed NYC (organization)

Context Practical applications of community-based participatory theatre, focusing on addressing social oppression and promoting inclusion.

Value Highlights real-world examples of how Theatre of the Oppressed techniques empower marginalized communities and create spaces for social dialogue and change.

Link https://www.tonyc.nyc/

Module 5 - Lesson Plan 2

Activity 3: Strategies for Supporting Refugee Self-Resilience

Duration 40 min

Methods
- Short presentations, Interactive group discussion, Practical exercise (Energizing Jar), Self-reflection

Materials Required
- Printed “Energizing Jar” templates or blank paper with jar outlines
- Colored markers or pens (two colors)
- Flipchart or whiteboard for summarizing group insights
- Printed handouts summarizing strategies (autonomy, social capital, barrier removal)
- Pens and notepads for individual reflection

Step-by-Step Instructions

Energizing Jar Exercise (Interactive collaboration between facilitator and participants)

What it’s for:
- Self-awareness: Makes the invisible (energy flow) visible.
- Prioritising: Helps you double-down on energisers and trim the drains.
- Conversation starter: Works well in coaching, team check-ins or therapy.

What you need:
- One clear jar or glass OR paper with a drawn jar on it
- Two colours: Colour A = Replenishers (things that give you energy); Colour B = Drainers (things that sap your energy)

What to do:
- Spend 5 minutes listing activities, people, places, and habits from a typical week.
- Label each item Energise or Drain.
- Write down your replenishers and drainers in different colors in the jar.
- Self-reflection check-ins (e.g., “How do I feel right now?”)
- Daily goal-setting and self-recognition
- Guided breathing and stress management techniques

Module 5 - Lesson Plan 3

Additional Resource 6

Title UNHCR Resettlement Handbook – 2011

Context A comprehensive guide offering practical strategies and frameworks for refugee resettlement, integration, and empowerment.

Value Serves as an essential resource for understanding best practices in refugee resettlement, promoting inclusion and sustainable support systems.

Link https://www.unhcr.org/resettlement-handbook/

Additional Resource 7

Title Resilient Therapy (Hart, Blincow, Thomas)

Context A practical approach to building resilience in children, families, and communities, focusing on actionable strategies and real-life applications.

Value Structured framework for fostering resilience, emphasizing the importance of relationships, community, and practical interventions in overcoming challenges.

Link https://www.routledge.com/Resilient-Therapy-Working-with-Children-and-Families/Hart-Blincow-Thomas/p/book/9780415403856?srsltid=AfmBOoptEa6refHslwiElvvz70kxRaANnWX2Y01-W7Ho-aqkFKDOO-dU

Module 5 - Lesson Plan 3

Additional Resource 8

Title TED Talk: The Power of Belonging and Social Connection by Susan Pinker

Context Explores the role of human connection and belonging in fostering health, happiness, and resilience.

Value Highlights the impact of social bonds on well-being, using research and real-life examples to demonstrate the power of relationships.

Link https://www.unhcr.org/resettlement-handbook/

Self-Directed Learning

Additional Independent Resources

To complement your face-to-face (F2F) learning, we've curated resources that you can explore independently. These materials are designed to help you deepen your understanding and build on the concepts discussed in this module.

Suggested Time

Approx. 2 hours

Materials

Below, you'll find links to external documents and resources. Simply click the links to access the materials.

- SDL Module 1
- SDL Module 2
- SDL Module 3
- SDL Module 4
- SDL Module 5

How to Use These Materials:

- Review each document in the suggested order.
- Take notes on key points and questions for discussion in future sessions.
- Complete any reflective exercises or application tasks included in the resources.

Additional Resources

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Nayeri, D. (2019). The ungrateful refugee: What immigrants never tell you. Canongate Books.

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International Organization for Migration. (2024). Socio-economic inclusion: IOM regional Ukraine response [Relatório]. IOM Regional Office for the European Economic Area, the European Union and NATO. (PDF availabe poland.iom.int)

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Schneider, J., & Crul, M. (Eds.). (2013). European Network for Educational Support Projects (ENESP): Mentoring. verikom & partners.

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International Organization for Migration. (2021). Guidelines for piloting mentorship schemes [Guidelines]. IOM Regional Office for the European Economic Area, the European Union and NATO.

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Van der Kolk, B. A. (2015). The body keeps the score: Brain, mind, and body in the healing of trauma. Viking.

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Yousafzai, M. (2019). We are displaced: My journey and stories from refugee girls around the world. Little, Brown Books for Young Readers.

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United Nations High Commissioner for Refugees. (2023). Promoting welcoming and inclusive societies (Welcome and Inclusive Societies Handbook). UNHCR. https://www.unhcr.org/handbooks/ih/welcoming-inclusive-societies/promoting-welcoming-and-inclusive-societies

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Boal, A. (1985). Theatre of the oppressed (C. A. McBride & M.-O. L. McBride, Trans.). Theatre Communications Group.

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Tedeschi, R. G., & Calhoun, L. G. (2004). TARGET ARTICLE: “Posttraumatic Growth: Conceptual Foundations and Empirical Evidence.” Psychological Inquiry, 15(1), 1–18. https://doi.org/10.1207/s15327965pli1501_01

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Boal, A. (2002). Games for actors and non-actors (2nd ed., A. Jackson, Trans.). Routledge.

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Hart, A., Blincow, D., & Thomas, H. (2007). Resilient therapy: Working with children and families. Routledge.