

AMONG US

Combating racism and discrimination
among migrants and refugees



Erasmus+



Training Curriculum

for Staff and Volunteers working with
migrants and refugees

**“How to combat racism and discrimination
AMONG migrants and refugees”**

Impressum

“Among us” is a European project carried out by the following organizations:

- Copenhagen Youth Network – Denmark
- Gemeinsam Leben & Lernen in Europa – Germany
- Mirsal ry – Finland

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Modul 4 “Recommendations for Staff & Volunteers working with migrants and refugees”

Objective of the session 1:

General Objective: To promote a safe, inclusive environment where participants can explore and understand their own biases while building meaningful connections with others.

- Create a welcoming and comfortable atmosphere through engaging icebreaker activities that encourage interaction and help participants feel at ease.
- Begin with a self-reflection section to help participants identify and acknowledge their own biases.
- Gradually move deeper into understanding the origins of these biases (e.g., cultural, societal, or personal experiences) to promote greater self-awareness.
- Build connections among participants by using exercises that encourage understanding and create a supportive environment between different groups of migrants and refugees.
- Lay the foundation for open dialogue and trust, which will set the tone for deeper discussions in the second session.

Table of contents: Session1 - Understanding biases and building connections

Time	Min	Title	Description	Materials
xx:xx	13'	Welcome & Icebreaker	Start with a warm welcome and introduction to the session's goals. Engage participants in an icebreaker activity to promote interaction and comfort.	<ul style="list-style-type: none"> • Flipchart, circular cardstocks with numbers, ect (depending on ice breakers chosen)
xx:xx	16'	Self-Reflection: Identifying Biases	Guide participants through a self-reflection exercise. Provide a short questionnaire or set of prompts to help participants identify and acknowledge their own biases.	<ul style="list-style-type: none"> • Printed definitions, markers • Six pairs of photos , cards with R and L symbols
xx:xx	20'	Understanding the Origins of Biases	Present a brief overview of how biases are formed, including cultural, societal, and personal experiences. Use a group discussion or small breakout groups to explore these origins.	<ul style="list-style-type: none"> • Laptop, projector
xx:xx	5'	Break	A short break for participants to relax and reflect on the content shared so far.	<ul style="list-style-type: none"> • Snacks, beverages
xx:xx	18'	Building Connections through Empathy	Facilitate an exercise where participants share experiences and perspectives on biases and migration, fostering empathy and highlighting common ground to strengthen their connection and collective purpose.	<ul style="list-style-type: none"> • Ball of yarn
xx:xx	11'	Trust-Building and Wrap-Up	Close the session with a trust-building exercise to promote openness and prepare for deeper discussions in the next session.	<ul style="list-style-type: none"> • Pens, paper • Stickers
xx:xx	7'	Feedback and Closing	Conduct a short feedback session to gather insights from participants on their experience in the session, focusing on key takeaways and areas for improvement.	<ul style="list-style-type: none"> • Feedback handout, Post-it same colour notes, pens, pencils, Flipchart

xx:xx	7'	Shared Reflection	Continue the web-building by sharing personal insights gained during the workshop, focusing on changes in perspectives or emotional reactions.	<ul style="list-style-type: none"> • Ball of yarn
xx:xx	4'	Reinforcing Common Ground	Each participant shares one takeaway that will help them connect more deeply with migrants and refugees, strengthening their commitment to change.	<ul style="list-style-type: none"> • Ball of yarn
Trust-Building and Wrap-Up				
xx:xx	4'	Commitment to Change	Ask participants to reflect on one actionable commitment they want to make to overcome biases and promote inclusivity. Write their commitment down.	<ul style="list-style-type: none"> • Papers, pens
xx:xx	3'	Sticker Support	Participants share their commitments with their group, and others place supportive stickers on the commitment. Afterward, participants share across groups for more support.	<ul style="list-style-type: none"> • Stickers
xx:xx	4'	One Takeaway	Participants walk in circles, stop when instructed, pair with someone, and share one key takeaway from the session. Reflect on: "What did you learn about yourself or others today?" Then ask: "What will you do differently in your work moving forward?"	<ul style="list-style-type: none"> • None
Feedback and Closing				
xx:xx	5'	Feedback	Ask participants to provide feedback on the training's impact, what they liked, and areas for improvement.	<ul style="list-style-type: none"> • Laptop, projector
xx:xx	2'	Closing Remarks	Thank participants for their contributions, summarize key points, and set the stage for the next session.	<ul style="list-style-type: none"> • None

WHOLE DURATION: 90 minutes

Welcome & Icebreaker

xx:xx	8'	Welcome and Introduction	Greet participants, thank them for attending, and briefly introduce the training's purpose. Share the project's vision and excitement about the e-book outcome.	<ul style="list-style-type: none"> Flipchart, circular cardstocks with numbers
xx:xx	5'	Icebreaker	Engage participants in an icebreaker activity to promote interaction and comfort.	<ul style="list-style-type: none"> Depending on icebreaker

Self-Reflection: Identifying Biases

xx:xx	8'	Explaining Biases	Define bias and distinguish between conscious and unconscious biases, using real-world examples to engage participants.	<ul style="list-style-type: none"> Printed definitions, markers
xx:xx	8'	Photo Bias Activity	Show photos and ask participants to answer Right/Left (R/L cards) about common biases. Question their reasoning and fill a whiteboard with answers.	<ul style="list-style-type: none"> Six pairs of photos, cards with R and L symbols

Understanding the Origins of Biases

xx:xx	5'	Deep Reflection	Reflect on the answers from the previous activity. Discuss why biases are formed and how they influence perspectives on migrants and refugees.	<ul style="list-style-type: none"> None
xx:xx	10'	Google search activity	After discussing biases, participants will take turns naming their country, and the facilitator will search for images on Google. The group will observe how this community is represented, reflecting on how media and culture shape perceptions and reinforce biases	<ul style="list-style-type: none"> Laptop, projector
xx:xx	5'	Group Discussion and Insights Sharing	In small groups, participants discuss their insights and experiences regarding the origins of their biases and share findings with the larger group.	<ul style="list-style-type: none"> None

Break

Building Connections through Empathy

xx:xx	7'	Shared Purpose Web	Participants take turns sharing their reason for working with migrants and refugees, forming a web with yarn to represent their connections.	<ul style="list-style-type: none"> Ball of yarn
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Welcome and Icebreaker - Details

Welcome and Introduction

xx:xx | 8'

Content description:

Welcome participants warmly and express gratitude for their time and presence. Briefly explain the purpose of this training by sharing how the idea was born as part of our "Among Us" project. Share your excitement about this outcome and its potential to impact others. Set the tone for the session by encouraging engagement and openness, and explain the basic ground rules to ensure a respectful, inclusive, and productive learning environment.

MATERIALS

- Flipchart template with project logos
- Five circular pieces of cardstock with numbers from 1 to 5.
- Markers

INSTRUCTIONS

1. Greet participants warmly with a smile and thank them for joining.
 - Prompt: *"Hello everyone! I'm so happy to see you all here today. Thank you for taking the time to join us. Your presence means a lot!"*
2. Make eye contact and use a friendly, welcoming tone.
3. Explain that the training is part of the "Among Us" project and share its purpose.
 - Prompt: *"This training is part of our 'Among Us' project. It was created because we believe in [briefly state purpose—e.g., building teamwork, fostering understanding, etc.]. We're really excited about the impact this session can have!"*
4. Create a safe space where everyone feels comfortable speaking.
 - Prompt: *"Before we begin, I encourage you all to be open, engaged, and supportive. This is a space where we learn from each other, so let's make it a great experience!"*
5. Provide five circular pieces with numbers 1 to 5 for rating.
6. Introduce the five ground rules
 - Prompt: *"To make sure we have a great session, we'll follow five simple ground rules. I'll introduce them one by one, and you'll have a chance to rate how important each one is to you"*
7. Show a new flip chart sheet for each rule and explain.
 - Respect Everyone - Listen actively, don't interrupt.
 - Prompt: *"Listen carefully when someone speaks. Let's avoid interrupting and make sure everyone feels heard."*
 - Be Open-Minded - Accept and value different ideas.
 - Prompt: *"We all have different opinions, and that's a good thing! Let's value different perspectives."*
 - Active Participation - Engage in discussions and activities.
 - Prompt: *"The more we engage, the more we learn. Feel free to share your thoughts and join discussions."*
 - Stay Present - Focus on the session, limit distractions.
 - Prompt: *"Try to focus on the session. Let's limit distractions so we can get the most out of our time together."*
8. Ask if there is any rule they would like to add
 - Prompt: *"Do you have some rule you would like to add?"*
9. Ask participants to rate each rule from 1 to 5:

- Prompt: “Now, let’s see how important these rules feel to you. I am giving each of you five numbered cards, from 1 (not important) to 5 (very important). After each rule, please show the number that matches how important you think it is.”
10. Summarize that ground rules are key to creating a safe, respectful learning space.
 - Prompt: “Great! These ground rules will help us create a space where everyone can learn and feel respected. Let’s all follow them so we can get the most out of today’s session!”
 11. Lead by example with respect, patience, and enthusiasm.
 - Prompt: “I will lead by example, and I hope you’ll all join me in making this a positive and productive space. Let’s get started!”

Icebreaker

xx:xx | 5'

Content description:

At the beginning of the session, it’s important to set a positive and comfortable tone. To do this, choose at least one icebreaker activity from the provided list. It’s essential that the trainer analyzes the participants and considers the context of the group to select the most suitable icebreaker activity. This will help participants feel more at ease, foster a sense of connection, and create a welcoming atmosphere for everyone.

OPTION 1: “Common ground”

Purpose of the activity: Discover that we as individuals have a lot more in common than we think. If we take the time to get connected with others, we can identify these common joint connections and beliefs.

MATERIALS

- Flipchart
- Markers

INSTRUCTIONS

1. Divide participants into pairs or small groups.
 - Prompt: “Now, let’s do a quick activity to discover what we have in common! Please find a partner or make a small group of 3-4 people”
2. Ask each group to find at least 3 things they have in common (e.g., hobbies, values, experiences).
 - Prompt: “Talk with your group and find three things you all have in common. It can be hobbies, favorite foods, places you’ve been, or anything else! Take your time and enjoy the conversation!”
3. After 5-7 minutes, have groups share one or two common things with everyone.
 - Prompt: “Remember that you will only have 5-7 minutes for this activity”
4. Write down the shared points on the whiteboard or flipchart as they are shared.
 - Prompt: “Now, let’s hear from each group! Please share one or two things you found in common.”
5. Emphasize how we all have common ground such as connections, beliefs and purposes.
 - Prompt: “Look at all these connections! Even though we are different, we share many things. This shows we are more alike than we think!”

OPTION 2: “Marshmallow Challenge”

MATERIALS:

- 20 spaghetti sticks; 1 meter of tape, 1 meter of string, 1 marshmallow

INSTRUCTIONS

1. Each team must build a free-standing structure using only the provided materials: 20 spaghetti sticks, 1 meter of tape, 1 meter of string, and 1 marshmallow.
2. The structure must support the marshmallow on top. The marshmallow cannot be altered in any way.

3. The structure must be free-standing, meaning it cannot be supported by anything other than the materials provided.
4. Teams have **10** minutes to build their structure.
5. Once time is up, teams must stop building immediately.
6. The structure will be measured from the base to the top of the marshmallow to determine height.

The tallest structure that can support the marshmallow wins.

OPTION 3: Music and Conversations

Duration: 10-15 minutes

Participants: Any number

Materials: A music player

Instructions:

1. **Start the Music** - All participants walk around the room while the music plays.
2. **Music Stops** - When the music stops, the person closest to them becomes their partner.
3. **One-Minute Conversation** - Each pair asks and answers one of the questions below.
4. **Music Resumes** - The game continues, and participants find new partners when the music stops again.
5. **Repeat** - Keep playing until everyone has spoken to multiple people.

Questions to Ask: (Each time the music stops, use the next question in order.)

- What's your favorite thing to do in your free time?
- If you could travel anywhere, where would you go and why?
- What's one fun fact about yourself that most people don't know?
- If you could have dinner with any famous person, dead or alive, who would it be?
- What's the best advice you've ever received?
- What's one thing you're really passionate about?
- If you won the lottery today, what's the first thing you would do?
- What's your favorite childhood memory?
- If you could have any superpower, what would it be and why?
- What's one thing you would love to learn or try this year?

OPTION 4: "Human Bingo"

Purpose of the activity: Encourage participants to interact, learn interesting facts about each other, and break the ice in a fun and engaging way.

MATERIALS:

- Human Bingo sheets
- Pens or markers for each participant.

INSTRUCTIONS:

1. Distribute a Human Bingo sheet to each participant.
2. Instruct participants to move around the room and find people who match the characteristics on their sheet. Each person can only mark another participant's sheet once, meaning no person can be marked more than once during the activity. They should aim to find at least 6 people if there are 10 or fewer participants, or at least 9 people if there are more than 10.
3. Mention that it is important to know the specific information asked (e.g. the sheet cells says "a person who has a pet" when you find the person you should also ask which pet and the name of the pet)

4. The goal is to complete a full row, column, or diagonal line (or fill the entire sheet, depending on the time available).
5. Once someone achieves Bingo, they should call it out. Continue playing until multiple people have won or for a set amount of time.
6. Gather the group and discuss some of the interesting things they learned about each other.
7. Emphasize the value of connection and how shared experiences help build relationships.



Self-Reflection: Identifying Biases - Details

Explaining Biases

xx:xx | 8'

Content description:

Introduce participants to the concept of bias by defining it and differentiating between conscious and unconscious biases. Use relatable examples to make the topic accessible. Highlight that biases can influence everyday decisions, behaviors, and interactions. Emphasize the universality of biases (e.g., "Everyone is biased at some point") and provide examples of the most common biases in Europe, such as those related to ethnicity, socio-economic status, and religion.

MATERIALS

- Markers
- Printed definition of bias

INSTRUCTIONS

7. Share the definition of bias (*"Liking or disliking someone or something without a fair reason, often because of an opinion you already have."*).
8. Explain "conscious" vs. "unconscious" biases with examples.
 - Conscious Bias: Attitudes and beliefs we have about a person or group on a conscious level.
 - Example:
 - A migrant from country x refuses to sit in a language class beside a migrant from country y, because he/she believes they are lazy and noisy.
 - A refugee from Country A refuses to live in a shelter with refugees from Country B, believing their own people are "more civilized" or "hardworking."
 - A male migrant refuses to take job training from a female instructor because he believes women should not be in leadership roles.
 - A refugee refuses to interact with or accept aid from helpers of a different religion because they see them as "outsiders" or "infidels."
 - Some refugees or asylum seekers may hold biases against economic migrants, believing they are not "real" migrants.
 - A war refugee openly expresses resentment towards migrants who moved for better job opportunities, seeing them as undeserving of support.
 - A Syrian refugee from Damascus refuses to work with a refugee from Aleppo due to longstanding regional tensions.
9. Discuss specific types of biases in Europe. Use relatable examples to help participants connect the concept to real life.
10. Use the following prompts, let them know that those are reflective questions that do not need to be answered:

Ethnic Origin Bias

- *Example:* A recruiter (even ones with a migrant background) might unconsciously favor candidates with European-sounding names over those with names associated with migrant backgrounds, assuming the former would integrate more easily into the workplace.
- *Facilitator Prompt:*
 - "Think about job applications—do you believe a name can influence hiring decisions? Why do you think this happens?"

Skin Color Bias

- *Example:* A security guard at a store may be more likely to monitor a darker-skinned customer than a lighter-skinned one, assuming a higher likelihood of shoplifting.
- *Facilitator Prompt:*
 - “Have you ever noticed differences in how people of different skin tones are treated in public spaces like stores, transport, or workplaces?”

Religious Bias

- *Example:* A refugee wearing a hijab or other religious attire might face more difficulty renting an apartment because landlords assume they won’t integrate into the local culture.
- *Facilitator Prompt:*
 - “Why do you think religious clothing can lead to bias? How does this affect the daily lives of refugees and migrants?”

Bias Against Non-Native Speakers (Accent Bias)

- *Example:* A migrant with a strong accent might not be taken as seriously in a professional setting, with assumptions that their language skills reflect their intelligence or competence.
- *Facilitator Prompt:*
 - “Have you ever heard someone being judged based on their accent? How does this impact opportunities for migrants and refugees?”

Socio-Economic Bias Against Refugees

- *Example:* A refugee family applying for housing might be rejected because the landlord assumes they won’t be able to pay rent or maintain the property.
- *Facilitator Prompt:*
 - “Why do you think people associate refugees with financial instability? What are some misconceptions about economic challenges faced by migrants?”

11. Transition to the Photo Bias Activity with a statement such as: “Now let’s see how these biases might show up in everyday situations.”

And these biases happen also between migrants and refugees.

Tip for the facilitator: REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE, AND TARGET GROUP

Photo Bias Activity

xx:xx | 8'

Content description:

Participants compare two photos side by side—one of a person representing a group commonly affected by bias and another of someone perceived as more "typical." They respond by raising cards with an R for the right photo and L for the left photo to indicate their choice. This setup challenges participants' instincts and encourages deeper reflection on their implicit biases.

MATERIALS

- Six pairs of photos
- Cards with R and L symbols

INSTRUCTIONS

1. Hand out R (Right) and L (Left) cards to participants.
 2. Introduce the activity: "In this activity, you will see two photos side by side. I will ask you a question, and you need to raise the R card if you think the answer applies to the person on the right, or the L card if you think it applies to the person on the left. Try to answer based on your initial reaction, without overthinking."
 3. After each question you will observe participant choices and ask 1 person to share why they think they chose their option.
- Prompt 1: Show Photo Pair 1 (Bias: Being Roma): A Roma individual next to a formally dressed office worker, and ask the question: "Who would you trust more to take care of your home while you're on vacation?"

ONLY FOR TRAINERS: The left picture shows a typical Roma mother carrying her baby and on the right side we have a kindergarten school teacher. Both pictures were found on the internet.

- Prompt 2: Show Photo Pair 2 (Bias: Skin Color): A group of Black men dressed casually alongside a group of White men in similar clothing styles. Then ask: "Which group would you feel more comfortable approaching to ask for directions at night?"

ONLY FOR TRAINERS: The left picture shows a street gang of black men and on the right side we have a group of German men wearing similar outfits. Both pictures were found on the internet.

- Prompt 3: Show Photo Pair 3 (Bias: Ethnic Origin): A person in traditional ethnic attire next to someone in Western clothing, and ask the question: "Who do you think has a higher-level job in a multinational company?"

ONLY FOR TRAINERS: The left picture shows Lidia Cortez, a Peruvian entrepreneur and founder of Wari de los Andes that showcases artisans and farmers in Lima; she also advertises her own BioCultivos Lidia Cortez line. On the right side we have Azucena Gutiérrez, a business administrator of Disfruta, a family-home juice stand Peruvian chain.

- Prompt 4: Show Photo Pair 4 (Bias: Disability): A person in a wheelchair next to someone standing, and ask the question: "Who do you think would perform better in a physically demanding task?"

ONLY FOR TRAINERS: The left picture shows Gustavo Fernández, an Argentine professional wheelchair tennis player who has been ranked world No. 1 in men's singles and captured five Grand Slam singles titles—including two Australian Opens, two French Opens, and Wimbledon. On the right side we have Fabio Fognini, an Italian professional tennis player and he is currently ranked world No. 107 in the ATP men's singles rankings (as of early May 2025).

- Prompt 5: Show Photo Pair 5 (Bias: Socio-economic Situation): A person wearing old clothes next to someone in expensive clothes, and ask the question: "Who do you think would manage money more wisely?"

ONLY FOR TRAINERS: The left picture shows Jorge Luis Salinas, a Peruvian fashion designer/entrepreneur who mixes Andean fabrics with modern styles and shows his work at fashion events like Milan Fashion Week. On the right hand we have a chauffeur from a rich family.

- Prompt 6: Show Photo Pair 6 (Bias: Religion or Beliefs): A person wearing religious symbols (e.g., hijab, cross) next to someone without visible symbols, and ask the question: "Who would you feel more comfortable with as your child's teacher?"

ONLY FOR TRAINERS: The left picture shows a female professor from Kazakhstan wearing a hijab and on the right side we have a Korean teacher from elementary school. Both pictures were found on the internet.

4. Introduce the next section: "Now that we've identified how biases can show up, let's dig deeper into where they come from."

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.



Understanding the Origins of Biases - Details

Deep Reflection

xx:xx | 5'

Content description:

Participants will reflect on their answers from the Photo Bias Activity and discuss why their biases exist. The goal is to help them understand how biases are formed and how they can influence perspectives on migrants, refugees, and others.

INSTRUCTIONS

1. Ask participants to recall the choices they made in the previous activity.
2. Reflect on the reasons behind their answers, considering what influenced their decisions.
3. Lead a brief discussion by asking: "Why do you think biases come from?" and "How do these biases affect our perspectives on other migrants and refugees?"
4. Encourage personal reflections and prepare participants for the next part of the activity, where they will explore the origins of their biases more deeply.

Google search activity

xx:xx | 10'

Content description:

In this activity, participants will take turns naming their country, and the facilitator will search for images of "people from [Country]" on Google. The group will observe the images projected on the screen, noticing how people from their country are represented. The activity will highlight how these visual representations, often shaped by media and popular culture, can influence perceptions and reinforce biases about migrants, refugees, and different communities.

MATERIALS

- Laptop and projector

INSTRUCTIONS

1. Ask each participant (one at a time) to say the name of their country.
2. Enter "<Country Name> people" into Google Images and project the search results for everyone to see.
3. Let participants observe the images without immediate discussion.
4. Ask participants: What do you notice about these images? / Are these representations surprising to you?
5. Conclude with: "Most of the time, our biases are influenced by what we see online and in the media. This activity shows how search engines, like other forms of media, can shape and reinforce stereotypes. Let's now take a moment to reflect on what we've seen."

Biases Theory

Explain that biases are natural quick ways our brain uses to make fast decisions because thinking about everything takes too much time and effort. These quick ways helped humans survive long ago but can sometimes lead to mistakes or unfair judgments today. Everyone has biases, and learning about them helps us understand and improve our decisions.

INSTRUCTIONS

1. Explain why we have biases (limited human rationality)
 - Our brain is strong but has limits.
 - To save time and effort, it uses quick “rules of thumb” (called heuristics).
 - We do not always think through every detail.
2. Explain how biases began (evolution)
 - Long ago, people needed to make fast choices to stay alive.
 - Simple decision-rules that helped them survive became part of our thinking.
 - Today, we still react quickly to things that seem dangerous or familiar.
3. Explain the good things about biases
 - Quick decisions: Help us act fast when we need to.
 - Save energy: Use less mental effort than slow, detailed thinking.
 - Stay safe: Being cautious can protect us from harm.
4. Explain the bad things about biases
 - Mistakes happen: We might jump to the wrong conclusion based on one story.
 - Spread of unfair views: Biased thinking can lead to wrong ideas about people and affect laws or policies.

Group Discussion & Insights Sharing

xx:xx | 5'

Content description:

After completing the last activity, participants will engage in small group discussions to share insights and experiences about the origins of their biases. This encourages a deeper understanding and allows participants to learn from one another's perspectives.

INSTRUCTIONS

1. Participants will discuss in small groups the origins of their biases, sharing their perspectives of the Google search activity and their personal reflections.
2. After the group discussions, ask one person from each group to share insights or interesting points from their discussion with the larger group.

Building Connections through Empathy - Details

Shared Purpose Web

xx:xx | 7'

Content description:

Participants share their reasons for working with migrants and refugees, forming the initial web of shared purpose. This activity connects everyone around a common goal, setting the foundation for deeper understanding and connection.

MATERIALS

- Ball of yarn

INSTRUCTIONS

1. Begin by holding onto the end of the ball of yarn and share one reason why it is important for you to talk to or being in contact with migrants and refugees from different countries than my own, such as: "I want to live peacefully in my new home country. I might work with them in a team"
2. Toss the yarn to someone across the circle, still holding onto your end.
3. The person who catches the yarn shares their reason, holds onto their end, and tosses it to someone else.
4. Continue until everyone has participated, forming a visible web of shared purpose.
5. Conclude the activity by saying: "Look at how we're connected by similar purposes—this is the foundation of why we're all here."

Shared Reflection

xx:xx | 7'

Content description:

The group reflects on the emotions and insights they've gained from uncovering biases during the workshop. These reflections help deepen their connection, allowing them to empathize with one another's experiences and ideas.

MATERIALS

- Ball of yarn

INSTRUCTIONS

1. Ask participants to begin this round by thinking about one insight or emotion that stood out to you during this workshop—something that makes you want to improve or connect more deeply with others.". For example: "I realized how easy it is to judge someone based on biases unconsciously."
2. Toss the yarn to another participant, who will then share their reflection, hold onto their end of the yarn, and toss it again.
3. Encourage deeper reflections like: "How does this realization influence how you'll work with migrants in the future?". Continue the process until everyone has shared.
4. Conclude the activity by saying: "Look at how our reflections have woven us closer together. This web represents not only the connections we have in our purpose but also the personal insights we've gained, which will guide our future actions with migrants and refugees."

Reinforcing Common Ground

xx:xx | 4'

Content description:

Participants share one specific takeaway or action they will apply to their work with migrants and refugees, reinforcing the practical and positive impacts of the workshop. This round allows participants to commit to actionable steps.

MATERIALS

- Pen and paper

INSTRUCTIONS

1. Ask each participant to share one takeaway they will apply to their work, focused on how they can support migrants and refugees. Encourage action-focused contributions, such as: "I will pay more attention to my unconscious biases when interacting with others."
2. Once everyone has shared, briefly summarize the purpose of the activity: "We've created a web of shared purpose, reflection, and commitment to action."
3. Conclude by highlighting how these connections strengthen the group: "Our shared purpose, reflections, and action points bind us together. This web represents the strength we have when we come together to make a difference."

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Trust-Building and Wrap-Up - Details

Commitment to Change

xx:xx | 4'

Content description:

Participants reflect on and write down one actionable commitment to challenge their biases and promote inclusivity. This helps participants take ownership of their personal development and growth in this area.

MATERIALS

- Pens and paper

INSTRUCTIONS

1. Ask participants to take a moment to reflect on one personal or professional commitment they want to make in order to challenge their biases and promote inclusivity.
2. Encourage them to think about specific, actionable steps they can take (e.g., "I will be more aware of unconscious biases in my decision-making").
3. Have each participant write their commitment on a piece of paper.

Sticker Support

xx:xx | 3'

Content description:

Participants share their commitments with their group, and others place supportive stickers on the commitment. This activity fosters solidarity and helps build a sense of community and mutual encouragement within the group.

MATERIALS

- Stickers
- A4 sheets

INSTRUCTIONS

1. Once everyone has written down their commitment on an A4 paper, they will share it with their group (or one other person if the group is large).
2. There is a box with lots of stickers, people can take as many as they like and need.
3. As each person shares, their tablemates or the other person places one supportive sticker on the paper to symbolize agreement and encouragement.
4. After all group members have added stickers to each other's commitments, ask participants to move around to other tables to add additional supportive stickers to commitments from other groups.
5. This promotes cross-group support and further solidarity within the workshop.

One Takeaway

xx:xx | 4'

Content description:

Participants walk in circles, stop when instructed, and pair with someone to share one key takeaway from the session. This allows them to reflect on what they've learned and consider how they'll apply it in their future work.

INSTRUCTIONS

1. Ask participants to walk in a circle.
2. When the facilitator says "STOP," participants pair up with the closest person.
3. Each person shares one key takeaway from the session.
4. Reflect on the question: "What did you learn about yourself or others today?"
5. After a few minutes, ask participants to find a new partner and reflect on: "What will you do differently in your work moving forward?"
6. This encourages deeper reflection and reinforces the learning from the session.



End

Feedback

xx:xx | 5'

Content description:

Participants will provide feedback on the training using a handout-based exercise. This helps gather their impressions on what was impactful, what they enjoyed, and any areas for improvement, ensuring continuous development of the training program.

MATERIALS

- Post-it notes with the same colour
- Pen and pencils
- Flipchart

INSTRUCTIONS

1. Provide Post-it notes and pens to everyone.
2. Set up a whiteboard and turn it around so it's not visible to participants.
3. Ask participants to write feedback on the Post-it notes:
 - Plus (+): What worked well or you liked.
 - Delta (Δ): Suggestions for improvement or what didn't work well.
4. Allow time for participants to stick their notes on the whiteboard.
5. At the end, collect the Post-it notes and review the feedback for future improvement

Closing remarks

xx:xx | 2'

Content description:

The facilitator thanks the participants for their active participation, shares appreciation for their openness, and recaps the key points discussed during the session. This provides closure while setting the tone for future sessions.

INSTRUCTIONS

1. Thank participants for their courage, openness, and willingness to engage in the training.
2. Summarize the key takeaways from the session, emphasizing the importance of their role in making meaningful change for migrants and refugees.
3. Set the stage for the next session, leaving participants with a sense of accomplishment and anticipation.

Modul 4 “Recommendations for Staff & Volunteers working with migrants and refugees”

Objective of the session 2:

General Objective: To equip participants with practical strategies to transform biases, raise awareness about discrimination, and develop skills for responding assertively when discrimination occurs. This training aims to foster more inclusive communities and workplaces by helping participants understand, identify, and address biases and discriminatory behaviors, while promoting empathy, cultural awareness, and open dialogue to create positive change.

- Start with an icebreaker to engage participants and prepare them for more challenging topics.
- Provide practical tools and strategies to help participants overcome their own biases.
- Teach participants how to raise awareness of biases when working with or teaching migrants and refugees.
- Focus on delivering simple, hands-on, and easy-to-implement methods for real-life applications.
- Explain how participants can share these tools with others to foster an inclusive environment in their communities.

Table of Contents: Session 2: Overcoming Biases and Teaching Awareness

Time	Min	Title	Description	Materials
xx:xx	10'	Welcome & Icebreaker	Start with a warm welcome and introduction to the session's goals. Engage participants in an icebreaker activity to promote interaction and comfort.	<ul style="list-style-type: none"> Name tags, icebreaker instructions, pens Depending on icebreaker
xx:xx	10'	Transforming Bias: Practical Strategies for Growth	Introduce practical strategies for overcoming bias, emphasizing self-awareness and proactive growth. Discuss methods to identify and confront biases in everyday situations.	<ul style="list-style-type: none"> Flipchart, opinion cards, blindfolds Scenario cards Pen, paper
xx:xx	12'	Teaching Change: Discrimination Awareness	Teach participants how to recognize and address discrimination. Engage in a scenario-based activity to deepen understanding of how discrimination operates.	<ul style="list-style-type: none"> Case study examples, worksheets, flipchart, markers Flipchart, handout prompts, pens, paper
xx:xx	5'	Break	A short break for participants to relax and reflect on the content shared so far.	<ul style="list-style-type: none"> Snacks, beverages
xx:xx	12'	Taking Action: Responding to Discrimination at the Moment	Focus on reacting assertively to discrimination. Participants practice using assertive communication to challenge discriminatory remarks and behaviors in real-life situations.	<ul style="list-style-type: none"> Flipchart, printed scenario cards, markers Apology framework handouts, flipchart, markers
xx:xx	8'	Feedback and Closing	Conduct a short feedback session by using the 3-2-1 technique to reflect on their learning, challenges, and areas for improvement. Thank participants for their engagement through the activities and summarize key points from the session.	<ul style="list-style-type: none"> Small sheets of paper, pens or markers

Welcome & Icebreaker

xx:xx	3'	Welcome & Introduction	Greet participants, thank them for attending, and briefly introduce the training's purpose. Share the project's vision and excitement about the e-book outcome.	• Flipchart, circular cardstocks with numbers
xx:xx	8'	Icebreaker	Engage participants in an icebreaker activity to promote interaction and comfort.	• Depending on icebreaker

Transforming Bias: Practical Strategies for Growth

xx:xx	12'	Active Listening	Introduce cultural awareness and teach active listening to reduce biases. Participants practice listening without judgment.	• Flipchart, opinion cards, blindfolds
xx:xx	12'	Building empathy	Define empathy and engage participants in a walk to reflect on challenges faced by marginalized individuals like migrants and refugees.	• Scenario cards, guiding questions
xx:xx	12'	Developing Cultural Awareness	Define cultural awareness and engage in a quick game of "Two Truths and a Myth" to reflect on assumptions made about different cultures.	• Pen, paper

Teaching Change: Discrimination Awareness

xx:xx	12'	Driscoll reflective model	Introduce the Driscoll Model for bias awareness and use it to analyze bias-related scenarios, helping participants reflect on their actions.	• Case study examples, worksheets, flipchart, markers
xx:xx	10'	Encouraging Open Dialogue and Feedback	Teach the importance of open dialogue and feedback to address biases. Participants practice giving and receiving respectful feedback.	• Flipchart, handout prompts, pens, paper

Break

Taking Action: Responding to Discrimination at the Moment

xx:xx	12'	Reacting Assertively	Teach assertive communication for responding to discrimination. Participants role-play responses to discriminatory remarks in real-life scenarios.	• Flipchart, printed scenario cards, markers
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xx:xx	8'	Correcting Our Own Mistakes	Explain how to own up to mistakes and correct discriminatory actions. Participants practice using an apology framework to amend their own mistakes.	<ul style="list-style-type: none"> • Apology framework handouts, flipchart, markers
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Feedback and Closing

xx:xx	8'	Feedback	Ask participants to provide feedback on the session by using the 3-2-1 technique to reflect on their learning, challenges, and areas for improvement.	<ul style="list-style-type: none"> • Small sheets of paper, pens or markers
xx:xx	2'	Closing Remarks	Thank participants for their engagement through the activities and summarize key points from the session.	<ul style="list-style-type: none"> • None

WHOLE DURATION: 90 minutes

Welcome, Introduction and Icebreaker - Details

Welcome

xx:xx | 2'

Content description:

Start by welcoming participants and acknowledging their efforts. This creates a positive and encouraging atmosphere. After the welcome, provide a brief recap of the previous training on bias awareness to remind participants of their progress and emphasize that this session will build on that foundation.

MATERIALS

- Flipchart with a welcoming message, such as “Welcome and Great Job!”

INSTRUCTIONS

1. **Warm Welcome:** “Welcome, everyone! It’s great to see you all again. You already know how to recognize your biases, and today we will learn how to overcome it.”
2. **Acknowledge Their Progress:** “By identifying your own biases, you’ve already taken a powerful step toward creating more inclusive environments. We’re proud of the work you’ve done so far.”
3. **Transition to the Recap and Next Step:** “Now, we’re going to take that awareness and focus on how to transform it into positive action. Let’s dive into the next phase, where we’ll turn our awareness into inclusive behaviors and real-world strategies.”

Introduction

xx:xx | 3'

Content description:

After the warm welcome, introduce the three core objectives for today’s session. This section clearly outlines what participants will gain and how it will help them in the future. It’s important to show that this training will equip them with the tools and strategies they need to respond to bias and discrimination effectively.

MATERIALS

- Flipchart with a list of the three main objectives (Transforming Bias, Responding to Discrimination, Teaching Change)

INSTRUCTIONS

1. **Present the Objectives:**
Change Bias into Inclusion - We will learn how to turn unfair thoughts into fair and kind actions.
Teach About Discrimination - We will find ways to explain why discrimination is wrong and how to stop it.
Respond to Discrimination - We will practice how to react when we see or experience unfair treatment.
2. **Provide Context for Each Objective:** “First, we will provide you with tools to transform bias into more inclusive actions. Next, we’ll equip you with strategies to teach others about discrimination and create an atmosphere of learning. Finally, we’ll discuss how to handle discriminatory incidents in real-time so you can respond confidently when the situation arises.”

3. **Reinforce the Value of These Objectives:** *“By the end of this session, you will feel empowered to create more inclusive environments in your communities and workplaces. You’ll leave with tangible strategies that will make a real difference.”*

Icebreaker

xx:xx | X'

Content description:

At the beginning of the session, it's important to set a positive and comfortable tone. To do this, choose at least one icebreaker activity from the provided list. It's essential that the trainer analyzes the participants and considers the context of the group to select the most suitable icebreaker activity. This will help participants feel more at ease, foster a sense of connection, and create a welcoming atmosphere for everyone.

OPTION 1: “Common ground”

Purpose of the activity: Discover that we as individuals have a lot more in common than we think. If we take the time to get connected with others, we can identify these common joint connections and beliefs.

MATERIALS

- Flipchart
- Markers

INSTRUCTIONS

1. Divide participants into pairs or small groups.
2. Ask each group to find at least 3 things they have in common (e.g., hobbies, values, experiences).
3. After 5-7 minutes, have groups share one or two common things with everyone.
4. Write down the shared points on the whiteboard or flipchart as they are shared.
5. Emphasize how we all have common ground such as connections, beliefs and purposes.

OPTION 2: “Marshmallow Challenge” (15-20 minutes)

MATERIALS:

- 20 spaghetti sticks
- 1 meter of tape
- 1 meter of string
- 1 marshmallow

INSTRUCTIONS

1. Each team must build a free-standing structure using only the provided materials: 20 spaghetti sticks, 1 meter of tape, 1 meter of string, and 1 marshmallow.
2. The structure must support the marshmallow on top. The marshmallow cannot be altered in any way.
3. The structure must be free-standing, meaning it cannot be supported by anything other than the materials provided.
4. Teams have 10 minutes to build their structure.
5. Once time is up, teams must stop building immediately.
6. The structure will be measured from the base to the top of the marshmallow to determine height.
7. The tallest structure that can support the marshmallow wins.

OPTION 3: Music and Conversations

Duration: 10-15 minutes

Participants: Any number

Materials: A music player

Instructions:

1. **Start the Music** - All participants walk around the room while the music plays.
2. **Music Stops** - When the music stops, the person closest to them becomes their partner.
3. **One-Minute Conversation** - Each pair asks and answers one of the questions below.
4. **Music Resumes** - The game continues, and participants find new partners when the music stops again.
5. **Repeat** - Keep playing until everyone has spoken to multiple people.

Questions to Ask: (Each time the music stops, use the next question in order.)

- What's your favorite thing to do in your free time?
- If you could travel anywhere, where would you go and why?
- What's one fun fact about yourself that most people don't know?
- If you could have dinner with any famous person, dead or alive, who would it be?
- What's the best advice you've ever received?
- What's one thing you're really passionate about?
- If you won the lottery today, what's the first thing you would do?
- What's your favorite childhood memory?
- If you could have any superpower, what would it be and why?

What's one thing you would love to learn or try this year?

OPTION 4: "Human Bingo"

Purpose of the activity: Encourage participants to interact, learn interesting facts about each other, and break the ice in a fun and engaging way.

MATERIALS:

- Human Bingo sheets with different characteristics, experiences, or traits.
- Pens or markers for each participant.

INSTRUCTIONS:

1. Distribute a Human Bingo sheet to each participant.
2. Instruct participants to move around the room and find people who match the characteristics on their sheet. Each person can only mark another participant's sheet once, meaning no person can be marked more than once during the activity. They should aim to find at least 6 people if there are 10 or fewer participants, or at least 9 people if there are more than 10.
3. Mention that it is important to know the specific information asked (e.g. the sheet cell says "a person who has a pet" when you find the person you should also ask which pet and the name of the pet)
4. The goal is to complete a full row, column, or diagonal line (or fill the entire sheet, depending on the time available).
5. Once someone achieves Bingo, they should call it out. Continue playing until multiple people have won or for a set amount of time.
6. Gather the group and discuss some of the interesting things they learned about each other.
7. Emphasize the value of connection and how shared experiences help build relationships.

Transforming Bias: Practical Strategies for Growth - Details

Active Listening

xx:xx | 20'

Content description:

Explain what cultural awareness means. Say that it is about knowing how cultural differences change how people act and talk. Explain that learning about cultural awareness helps people see their own biases and talk better with others. To practice this, do a short activity called **“We listen, we don’t judge.”** This activity helps participants practice active listening and face their own biases.

MATERIALS

- A flipchart showing 4 steps of active listening.
- Opinion cards with strong or extreme statements.

INSTRUCTIONS

1. Explain active listening and why it helps reduce bias. Tell participants that active listening means more than just hearing. It means really paying attention to what the speaker thinks and feels. Say: *“Active listening means you not only hear what someone says but also focus on their thoughts and feelings. It makes a conversation fair and two-way. Active listening helps remove bias because it lets people understand others better. By listening with care and curiosity, people can see their own biases and stop stereotypes. This helps create an inclusive space.”*
2. Introduce the 4 steps of active listening:
 - Pay attention,
 - Show you are listening,
 - Give feedback (react or comment),
 - Don’t judge.
3. Ask participants to think for one minute about how people in their origin country show active listening. This could be body language, gestures, or words (for example, nodding to show agreement). → Ask: “How do we know someone is listening to us?”
4. Put participants in pairs. Each person takes turns (2 minutes each) sharing what they thought.
5. Give out opinion cards. Each card has a strong, extreme, or controversial opinion (for example, a political or social view).
6. Change partners. One person will be the speaker and the other the listener.
7. The speaker reads their card and talks about their opinion for 1 minute.
8. The listener only listens and shows active listening (as learned from the previous partner).
9. The listener then summarizes what they heard in 30 seconds. They cannot say their own opinion or judge.
10. Switch roles and repeat with a different card.
11. Reveal that the opinions were strong or extreme on purpose. Ask:
 - How did it feel to listen without judging?
 - How did you stay focused on the message, even if you disagreed?

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Building empathy

xx:xx | X'

Content description: Introduce participants to empathy by defining it as the ability to understand and share the feelings of others. Highlight how empathy reduces bias, improves communication, and fosters inclusivity. Use relatable examples, such as understanding a refugee's feelings of isolation. To help develop empathy, we will engage in a brief activity "The empathy walk" where participants reflect on challenges faced by migrants and people from different cultures, stepping forward or backward based on how they would experience certain situations.

MATERIALS

- Cards with migrant profiles

INSTRUCTIONS

1. Define empathy: *"Empathy is the ability to understand and share the feelings of others. It's not just about feeling sorry for someone; it's about connecting with their emotions and experience"*, and emphasize that helps reduce bias and improves communication.
2. Mention that there are some key reflective questions we should ask ourselves when building empathy:
 - What is this person experiencing right now?
 - How would I feel if I were in their position?
 - Am I listening without judgment?
 - What do I know about their background and experiences?
 - How can I show that I care?
3. **Race of life exercise:** Hand one card with a migrants' profile to each participant and explain that they must carefully read their role. These roles will represent different experiences people may have when living as migrants, refugees, or people from other cultures. If you already have a diverse group coming from different countries, people don't need cards but can answer based on their situation and past.

Race of life

Objective: This activity helps us to understand how different life situations give people advantages or challenges, and as a result create inequalities.

Instructions:

1. Line up: Everyone stands in a straight line, side by side.
2. Listen to Statements: The trainer will read out sentences "Take 2 steps forward if ..." (see suggestions)
3. Move Forward or Stay: If the statement applies to you, step forward. If not, stay where you are.
4. Look Around: At the end, see where everyone is standing. Some will be far ahead, and others will be behind.
5. Discuss: Allow participants to reflect on their experience. Ask the following questions: "How did it feel to move forward or stay back?", "What did you learn about the different experiences of others?", "How does empathy help us understand each other better?" Talk about what this result of the exercise means.

Lesson:

This exercise shows that not everyone starts from the same position in life. Some people have more advantages in life, while others have to work harder to reach the same goal. It helps us think about fairness, privilege, and how we can support each other.

Suggested statements:

Take two steps forward, if

- your parents are still married
- if you grew up, with a father figure in a home

- if you can see your family whenever you feel like it
- if you had access to private education or a good school
- if you didn't have to pay for good education
- if you had a free choice which school you want to go to or to go to school at all
- if you had access for tutoring if you had problems at school
- if you never had to worry where your next meal would come from
- if you nether had to help your parents or family paying bills
- if you could freely say, what you had in mind or what was bothering you
- if you have the right to move within the country like you want
- if you have the right to live where you want
- if you can easily find an apartment
- if you live with the persons you choose to live
- if you have a room for yourself
- if you have a citizenship and are not stateless
- if you have the status of a recognised refugee or if you have legally secured residence here, i.e. you do not have to fear being deported
- if you have the right to work here
- if you have the same access to social benefits as locals
- if you have access to all services of the health system
- if you can bring your family to where you life
- if you can without problem return to your former home and visit family and friends
- if you can freely marry, who you want
- if you can afford to eat in a nice restaurant once a week

Lesson:

This exercise shows that not everyone starts from the same position in life. It helps us think about fairness, privilege, and how we can support each other. It is a picture of life and the opportunities we have. It shows a simple way how systemic inequality manifests.

Learning: nothing of these statements has anything any of you have done as an individual, has nothing to do with the decisions you have made, it has nothing to do, what you have done.

It only means, that the people up front have better opportunities, they just have to realise they have been given more opportunities in life, just because the country they have been born, with the family they have been born into, with the situation where they live and have been raised.

So be aware that a lot of us have not a good pool position in life as some of us have, but we all have to run our race of life.

Inspired by following video:

[Social Inequalities Explained in a \\$100 Race - Please Watch to the End. Thanks. - YouTube](#)

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Developing Cultural Awareness

xx:xx | X'

Content description: Introduce participants to cultural awareness by explaining it as the ability to recognize and understand how cultural differences affect communication and behavior. Show how cultural awareness helps create inclusive environments, reduce misunderstandings, and build stronger relationships between people from different backgrounds. Use simple examples, such as how greetings vary between cultures. To practice cultural awareness, we will play a quick game, "Two Truths and a Myth," where participants share cultural practices and myths to reflect on the assumptions we make about others based on our own experiences.

MATERIALS

- Tie-shaped template
- Clips
- Pen and paper

INSTRUCTIONS

1. Define cultural awareness: *"Cultural awareness is recognizing and understanding how cultural differences affect how we communicate and behave."*
2. Explain why cultural awareness is important: *"It helps create more inclusive and peaceful communities and builds better relationships between migrants, refugees, and people from different cultures."*
3. Explain the activity: *"We will play a game called 'Two Truths and a Myth,' where we share cultural practices or beliefs. One of the statements will be a myth or stereotype."*
4. Ask each participant to write down three statements about a cultural practice or way of communicating—two truths and one myth or stereotype.
5. They will use a tie-shaped template, where the title shows their country of origin and below that, the three statements. They will attach the tie to their clothing with a clip. Example for Germany:
 - "In my culture, we greet each other with a handshake." (True)
 - "In my culture, we avoid eye contact because it's disrespectful." (Myth)
 - "In my culture, it's very disrespectful coming late to an agreed appointment or date." (True)
6. In a quick round, ask each participant to share their three statements. The others will guess which one is the myth or stereotype. Then, switch turns.
7. After everyone has shared, explain why some statements are myths. *"Some statements are myths because they are stereotypes. Cultural practices can be very different, even within the same culture, and what's true for one person may not be for another."*
8. Ask the group: *"What did you notice about how quickly we make assumptions? How might our own experiences shape these judgments?"*
9. Encourage open-mindedness by asking the group: *"How can we be more open-minded when meeting people from different backgrounds to avoid misunderstandings and have a more respectful conversation?"*
10. Finish with this reflection: *"When meeting people from different backgrounds, it's important to be curious and willing to learn instead of making quick judgments. By asking questions, respecting differences, and listening actively, we can learn from others and open our minds to new perspectives."*

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Teaching Change: Discrimination Awareness - Details

Driscoll reflective model

xx:xx | X'

Content description:

Introduce participants to the Driscoll Model of Reflection, adapted to bias awareness, as a structured method for recognizing and addressing biases. To apply this method, we will engage in a practical activity "Rethink Bias with Driscoll" where participants analyze bias-related scenarios using the three reflective questions: *What? So What? Now What?*

MATERIALS

- Flipchart with Driscoll Model
- Printed case study examples

INSTRUCTIONS

1. Introduce the Driscoll Model: *"The Driscoll Model has 3 steps. They are simple and help you reflect on what happened, how you felt, and what you can do better next time."*
2. Explain the Steps:

What? (Describe) = What happened?

 - In this step, you describe the situation. Do not judge or explain what it means, just tell the facts.
 - Example: "I wanted to teach migrants about intercultural differences. I told them in my country, if you live with your parents after 26, people think you have mental or financial problems."

So What? (Analyze) = What were the feelings?

 - Now think about why the situation matters. What did you feel, and what can you learn from it?
 - Example: The participants felt upset because they thought I was calling them mentally unstable.

Now What? (Identify) = What can I do better in the future?

 - Think about how you can improve next time.
 - Example: How could I teach in a way that helps people understand without feeling judged?
3. After explaining the steps, take a few minutes for participants to reflect on "How could this person teach in a way that helps people understand without feeling judged?"
4. Collect answers and discuss ideas.
5. Ask the participants to form groups of 4. Each group gets a flashcard with a scenario about migrants or refugees.
6. The group will use the Driscoll Model to reflect on each situation by answering the 3 questions
7. Provide guided questions to participants to encourage further discussion:
 - What? Questions: "What happened?", "What key facts are involved?", "What details matter most?"
 - So What? Questions: "How may the person feel?", "What impact does this have?", "How do I feel about it?"
 - Now What? Questions: "What could have been done differently?", "What actions could challenge the biases?"
8. End the activity with a reflection: "Reflecting on our biases and actions today can help us make a better future, where we treat migrants and refugees with more understanding and empathy."

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Encouraging Open Dialogue and Feedback

xx:xx | ?'

Content description:

Introduce participants to the importance of open dialogue and feedback in addressing bias and discrimination. Explain how open dialogue allows individuals to confront biases and listen to others' experiences, while constructive feedback promotes personal growth. To apply this, participants will engage in the “Dialogue and Feedback for Growth” activity, where they will practice giving and receiving respectful feedback to foster more inclusive interactions and reduce bias.

MATERIALS

- Flipchart
- Pre-prepared handout prompts

INSTRUCTIONS

1. Explain: *“In the context of bias or discrimination awareness, engaging in open dialogue allows participants to confront their own assumptions and gain a deeper understanding of the experiences of marginalized groups, such as migrants and refugees. By encouraging constructive feedback, we create an opportunity for growth and learning, ultimately helping to reduce biases and improve interactions.”*
2. Introduce the main concepts:
 - Open Dialogue: “It’s a space where everyone can talk, share feelings, and experiences without being judged”
 - Constructive Feedback: “It’s feedback that helps someone improve, given in a respectful way.”
3. Encourage participants to reflect on how feedback shaped their thinking.
4. Start a group discussion on how to have an open conversation. How would you do it? Let’s share ideas.
5. Collect ideas from the group and discuss different ways to have open conversations
6. Explain the rules for feedback:
 - Always address the person directly.
 - Use “I” statements (e.g., “I feel...” or “I noticed...”).
 - Give feedback right away, at the right moment.
 - Focus on actions, not the person.
 - Keep it positive—mention what went well too.
 - Be specific and clear about what can be improved.
7. Divide participants into pairs.
8. Ask each person to share a personal experience where they felt they faced/ observed bias/discrimination
 - Example: “I was in a meeting and noticed people ignoring my ideas because of my background. I felt dismissed.”
9. After each person shares their experience, the partner should give constructive feedback by using the rules:
 - Acknowledge the experience: “I understand how that situation could make you feel excluded.”
 - Suggest improvements: “Maybe next time, you could try asking for clarification if you feel your ideas aren’t being heard.”
 - Keep the feedback respectful and supportive: “You did well by staying calm in a difficult situation.”
10. After the first person shares and receives feedback, have the partners switch roles.
11. After the activity, gather everyone for a group reflection:
 - “How did it feel to share your experience openly?”
 - “How did the feedback help you think about your experience differently?”
 - “How can we use open dialogue and feedback to reduce biases in our daily lives?”
12. Final Thought: *“Remember, open dialogue is not just about speaking—it’s about listening, reflecting, and growing together. Constructive feedback helps challenge assumptions and makes everyone feel heard and respected.”*

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Taking Action: Responding to Discrimination at the Moment - Details

Reacting Assertively

xx:xx | ?

Content description:

Introduce the importance of reacting assertively when witnessing or experiencing discrimination. Assertive responses help challenge discrimination while maintaining respect and control. Explain that being assertive means standing up for oneself or others without being aggressive or passive. Highlight that practicing assertive communication through structured activities builds confidence in real-life scenarios. To reinforce this, an activity called "Speaking Up with Confidence" will guide participants in responding to discriminatory remarks effectively.

MATERIALS

- Flipchart with assertive response techniques
- Markers

INSTRUCTIONS

1. Introduction to the Topic: *"When we witness discrimination, we often feel uncertain about how to react. Some people stay silent out of fear of conflict, while others react aggressively, which can escalate the situation. A more effective approach is assertive communication—standing up for fairness while being respectful. Assertive responses help change behaviors without causing unnecessary confrontation. Today, we'll practice this skill with real-life scenarios."*
2. Explain also that some things should be considered prior to addressing the situation:
 - Is there a chance the person might get aggressive?
 - How will this situation affect my relationship with them?
 - Will I regret not responding?
 - Does not responding mean I agree with the action comment?
3. Move onto the "Speaking Up with Confidence" activity
4. Form pairs and give each pair one scenario card. Each card is either:
 - Victim-focused: where the person directly receives a discriminatory comment or treatment.
 - Witness-focused: where the person sees discrimination happen to someone else.
5. Give them 4 minutes to discuss:
 - How would you naturally respond?
 - What concerns or hesitations might you have?
6. Introduce the five assertive response techniques (Flipchart):
 - **"I" Statements:** Share how you feel without blaming
 - Victim: "I felt hurt when you said that."
 - Witness: "I felt uncomfortable when you made that comment about her."
 - **Support the person who received the bad comment:** let them know they're not alone, and offer help
 - Victim: "I'm standing up for myself because I deserve respect."
 - Witness: "That wasn't okay. I just want you to know—I'm here for you if you need support."
 - **Firm but Polite Tone:** Speak calmly and confidently, and say what you believe
 - Victim: "Don't say things like that to me. I find it disrespectful."
 - Witness: "I don't think that was appropriate. Let's keep it respectful."
 - **Direct Challenge:** Point out the behavior, not the person
 - Victim: "That joke was offensive to me. Please think before you speak."
 - Witness: "That comment was hurtful. Let's be more mindful of our words."
 - **Involve Bystanders:** Ask others to help
 - Victim: "Sir in the red shirt, could you help me? I'm being verbally attacked by this person."
 - Witness: "Excuse me, women in black dress. Could you help out? That comment was really inappropriate, and we should speak up."
7. Ask each pair to rewrite their response using one of the assertive techniques.
8. Facilitate discussion on what worked well and how different approaches changed the outcome.

9. Finish with a reflection: *"Assertive communication is a skill we can all develop. By practicing, we become more confident in addressing discrimination effectively. The key is to stay calm, use clear language, and stand firm on our values."*

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

Correcting Our Own Mistakes

xx:xx | ?

Content description:

Acknowledge that everyone makes mistakes and may unintentionally say or do something discriminatory. Explain that taking responsibility for our words and actions fosters personal growth and trust. Owning up to mistakes and making corrections sets an example for others and creates a more inclusive environment. To reinforce this, an activity called "Making things right: Taking responsibility for our words" will help participants practice effective ways to acknowledge and correct their mistakes.

MATERIALS

- Printed "apology framework" handouts
- Flip chart
- Markers

INSTRUCTIONS

1. **Introduction to the Topic:** *"Sometimes, we make mistakes, even if we don't mean to—like saying something that hurts someone or leaving others out. What matters is how we respond. Instead of getting upset or ignoring it, we should say sorry and learn from it. Today, we'll practice how to fix our mistakes and be respectful.."*
2. Move onto the "Making things right: Taking responsibility for our words" activity
3. Introduce the three-step apology framework by using visual elements in Flipchart and example:
 - Example: Let's say you meet a refugee who just arrived in your country, and you assume they speak a certain language because of where they're from. You start speaking to them in that language, but they don't understand it. This can feel uncomfortable for them.
 - Acknowledge: Recognize the impact of your words/actions ("I see now that I made an assumption about the language, and that might have made you feel uncomfortable.")
 - Apologize: Express a sincere apology without excuses ("I'm sorry for assuming. I didn't mean to make you feel left out.")
 - Commit to Change: Show a willingness to do better ("Next time, I'll ask first what language they prefer to speak.")
4. Ask participants to form small groups and come up with their own examples of mistakes they might make.
5. Have each group practice delivering an apology using the three-step framework.
6. Encourage reflection by discussing how different apologies make a difference in rebuilding trust.
7. **Wrap-Up:** *"Correcting our mistakes doesn't mean we are weak; it means we are responsible. When we admit our mistakes and learn from them, we make our communities stronger and more welcoming. Remember, it's not about being perfect—it's about being open to learning and growing."*

REMEMBER TO ADAPT THE EXAMPLES TO YOUR OWN EXPERIENCE, CULTURE AND TARGET GROUP.

End

Feedback

xx:xx | 5'

Content description:

Participants will provide feedback on the training using the 3-2-1 technique. This helps gather their impressions on what they learned, what they found challenging, and any areas for improvement, ensuring continuous development of the training program.

MATERIALS

- Small sheets of paper
- Pens or markers

INSTRUCTIONS

1. **Distribute Materials:** Hand out a small sheet of paper and a pen or marker to each participant.
2. **Explain the Activity:** "This activity is called 3-2-1. You'll reflect on the session by answering three simple questions. Please write down your thoughts for each one."
3. **Questions to Reflect On:**
 - 3 things you learned today: What are the three key insights or ideas you will remember from this session?
 - 2 things you found challenging: Was there something difficult or challenging during the session?
 - 1 thing you would improve or change: Is there anything you would change to make the session better?
4. Give participants 3-4 minutes to quickly write their answers.
5. Ask participants to briefly share one of their responses with a partner or in a small group

Closing remarks

xx:xx | 2'

Content description:

The facilitator thanks the participants for their active participation, shares appreciation for their openness, and recaps the key points discussed during the session.

INSTRUCTIONS

1. **Thank Participants:** "Thank you all for your openness, creativity, and willingness to engage in today's session. Your active participation and thoughtful feedback will truly make a difference."
2. **Acknowledge Efforts:** "You've each contributed to the success of this learning experience by sharing your insights, reflecting on your journey, and participating in meaningful discussions."
3. **Recap:** "Today, we've learnt how to transform bias, how to teach change and how to take action when witnessing discrimination. Each of you has an important role in making the world a more inclusive and just place. By sharing your experiences and learning from each other, we're all taking steps toward that goal."
4. **Recall the project objective:** "Recalling the objective of our project, it is important that we all learn to live respectfully and in peace with each other"
5. **Encourage Application:** "I encourage you to take what you've learned today and apply it in your everyday actions."
6. **Motivational Message:** "Every journey starts with a single step. By being here today, you've already taken a step toward a more inclusive and just world. Let's continue walking this path together."



**Gemeinsam leben & lernen
in Europa e.V.**



COPENHAGEN
YOUTH NETWORK

MIPROSAL

The logo features the word "MIPROSAL" in a dark blue, serif typeface. The letter "O" is replaced by a stylized orange graphic that resembles a horse's head in profile, facing right. A trail of small, semi-transparent dots in shades of blue and yellow extends from the top of the orange graphic towards the upper right corner of the image.

AMONG US
Combating racism and discrimination
among migrants and refugees

AMONG US

**Combating racism and discrimination
among migrants and refugees**





**Kofinanziert von der
Europäischen Union**

AMONG US
Combating racism and
among migrants and refugees

Erasmus+

Enriching lives, opening minds.



Kommentar [M1]:

1. Red – Not important
2. Orange – A little important
3. Yellow – Neutral
4. Light Green – Important
5. Green – Very important



HUMAN BINGO

B	I	N	G	O
Visited 4+ continents	Loves Karaoke	Has 0 unread emails	Is left-handed	Has a pet
Birthday is on a holiday	Does Yoga	Has done volunteering	Took dance lessons	Grew up in this city
Works out before work	Speaks 4+ languages		Wearing funny socks	The youngest person in the room
Read 5+ books this year	Bikes to work	Can code	Good at cooking	Has kids
Vegetarian	Screams during scary movies	The tallest person in the room	Started a business	Does not like coffee

“Liking or disliking someone or something without a fair reason, often because of an opinion you already have.”

Conscious Bias: Attitudes and beliefs we have about a person or group on a conscious level.

Unconscious Bias: Unintended, subtle, and subconscious thoughts that happen to all of us, all of the time.

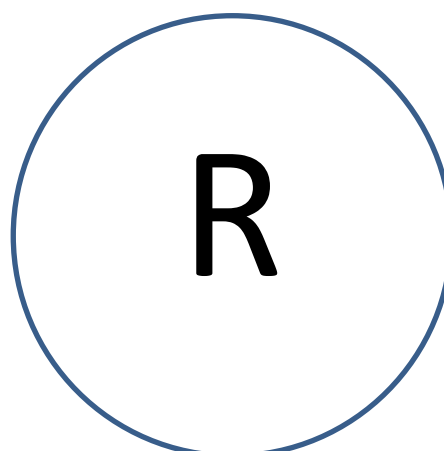
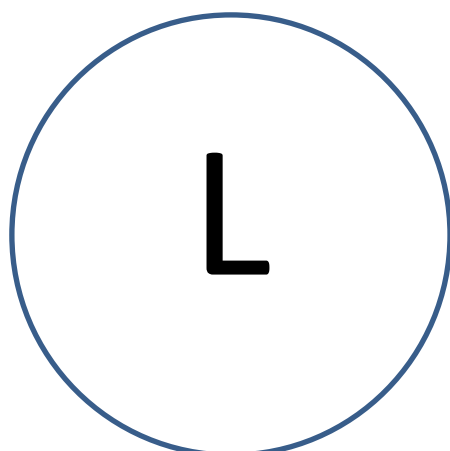
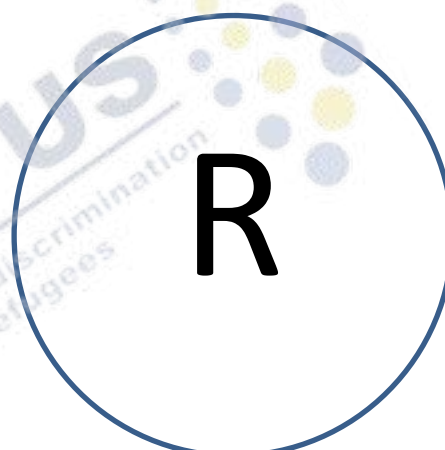
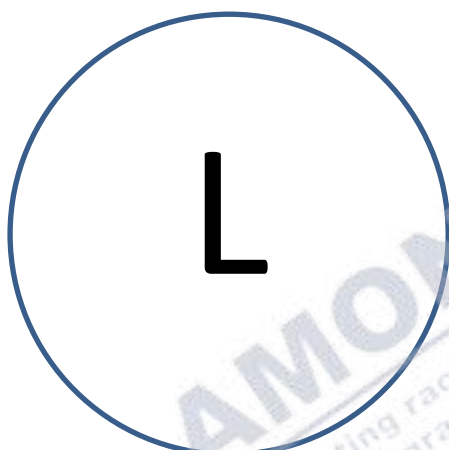
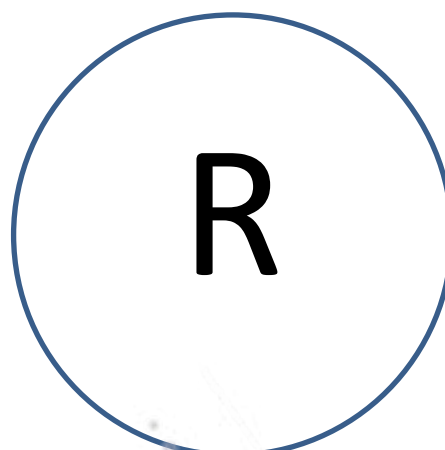
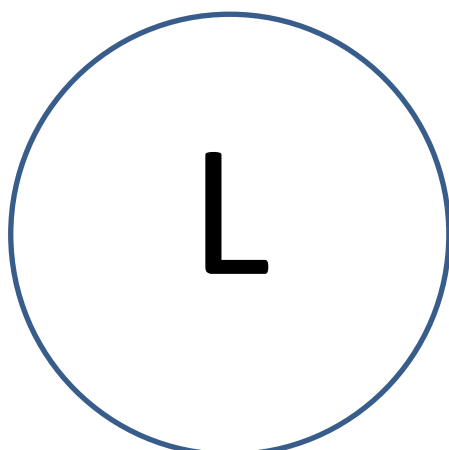
Ethnic Origin Bias

Skin Color Bias

Religious Bias

Bias Against Non-Native Speakers (Accent Bias)

Socio-Economic Bias Against Refugees

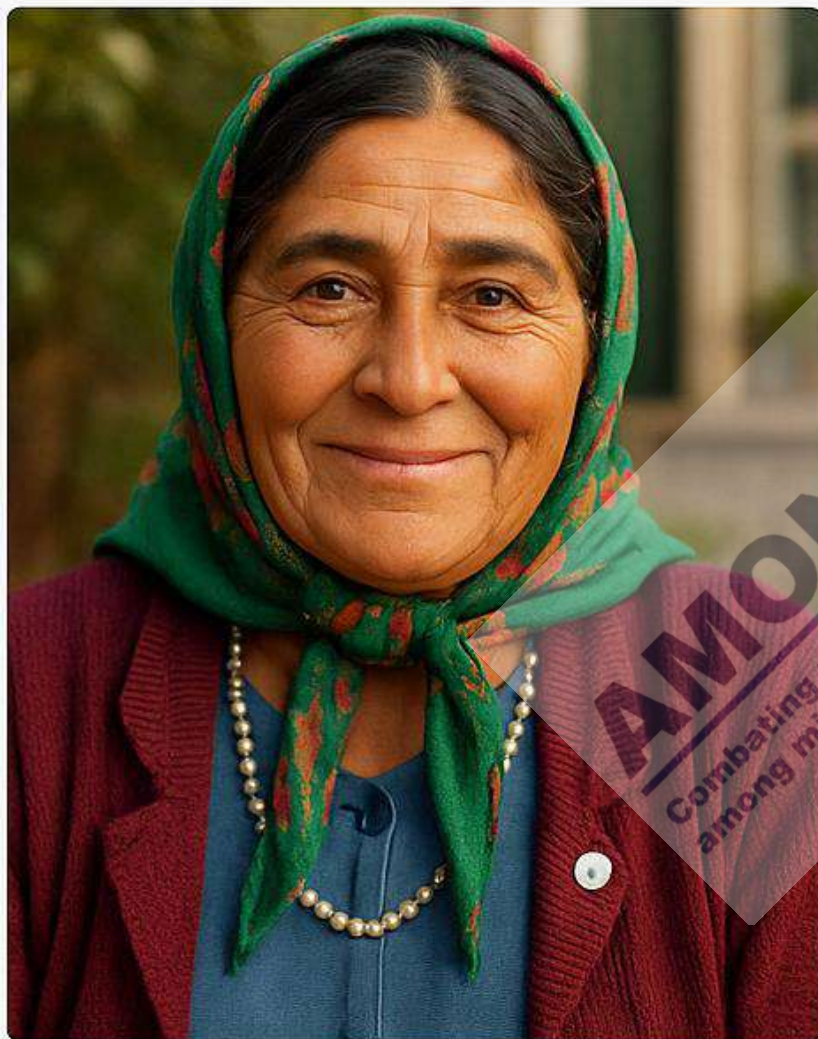


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Prompt 1: Show Photo Pair 1 (Bias: Being Roma): A Roma individual next to a formally dressed office worker, and ask the question: "Who would you trust more to take care of your home while you're on vacation?"

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among migrants and refugees



Prompt 2: Show Photo Pair 2 (Bias: Skin Color): A Black individual in casual clothing next to a White individual in similar clothing, and ask the question: "Who would you feel more comfortable approaching to ask for directions at night?"



Prompt 3: Show Photo Pair 3 (Bias: Ethnic Origin): A person in traditional ethnic clothing next to someone in Western clothing, and ask the question: "Who do you think has a higher-level job in a multinational company?"

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Prompt 4: Show Photo Pair 4 (Bias: Disability): A person in a wheelchair next to someone standing, and ask the question: "Who do you think would perform better in a physically demanding task?"

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Prompt 5: Show Photo Pair 5 (Bias: Socio-economic Situation): A person wearing old clothes next to someone in expensive clothes, and ask the question: "Who do you think would manage money more wisely?"

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among migrants and refugees



Prompt 6: Show Photo Pair 6 (Bias: Religion or Beliefs): A person wearing religious symbols (e.g., hijab, cross) next to someone without visible symbols, and ask the question: "Who would you feel more comfortable with as your child's teacher?"



Welcome and Great Job!



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among migrants and refugees

HUMAN BINGO

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Name:

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Pay attention

Show you are listening

Give Feedback (React or comment)

Don't judge

Criticizing the government should be illegal.

"I think it's wrong to criticize the government. When people complain all the time, it makes the country weaker. We should all try to support the government, even if we don't agree with everything they do. If we keep criticizing them, it can cause trouble and make things worse."

Everyone should only speak their native language.

"I believe people should only speak their own language. If we speak different languages all the time, we might forget our culture. It's important to keep our traditions and language to stay connected to where we come from."

The rich should pay much more in taxes than the poor.

"I think that rich people should pay more taxes than poor people. They have a lot more money, so it is fair that they help the country more. The poor don't have much money, and they struggle to pay for things. The rich should give more to help everyone."

It's wrong to marry someone from a different country.

"I believe it's wrong to marry someone from a different country. When people marry from different countries, it can cause problems. Their families might not understand each other, and it's hard to mix different cultures. It's better to marry someone from your own country."

All children should be taught at home, not go to regular schools.

"I think all children should be taught at home instead of going to regular schools. In regular schools, kids can be distracted or bullied, and they don't get enough attention. At home, parents can help them learn better and focus more on their studies."

Animal testing should be completely banned.

"I believe animal testing should stop. It's wrong to hurt animals for experiments. Animals feel pain like humans, and we should find other ways to test things instead of using animals. It is cruel, and we should protect them."

Only men should be leaders in society.

"I believe only men should lead. Men are stronger and better at making important decisions. Women should support them, but men are more suited for leading because of their skills and experience."

People with tattoos should not be hired for jobs.

"I think people with tattoos should not get jobs. Tattoos make people look unprofessional. Employers want workers who look serious and clean. People with tattoos can seem less focused or responsible."

Only people with a university degree can have a good job.

"I believe that only people with a university degree can get a good job. A degree shows that someone has worked hard and learned the right skills. Without a degree, it's very hard to find a well-paid job."

Only one religion should be practiced in the world.

"I think there should be only one religion for everyone. Having different religions causes problems and fights. If everyone believed the same thing, the world would be more peaceful and united."

Everyone should be forced to vote in elections.

"I believe everyone should be forced to vote. If people don't vote, they don't have the right to complain. Everyone should take part in choosing leaders, and forcing people to vote helps make elections fair and better for everyone."

People should never use plastic, even if it's needed.

"I believe we should never use plastic because it harms the environment. There are other materials we can use, and plastic pollutes the Earth. We should stop using plastic to protect nature for future generations."

Violence is never justified, no matter the situation.

"I believe that violence is never right, no matter what happens. If we use violence, it only makes the situation worse. There are always peaceful ways to solve problems, and violence only causes more pain."

Money is the most important thing in life.

"I think money is the most important thing in life. With money, we can live well, buy what we need, and be happy. People should work hard to earn money because it makes life easier and better."

Men and women should always have separate jobs.

"I believe men and women should have different jobs because they are good at different things. Men are stronger and should do physical work. Women are better at caring and should focus on those kinds of jobs. This makes society work better."

All schools should teach the same subjects and the same way.

"I think all schools should teach the same subjects the same way. This will make education fair for all students. If every school is different, some students will learn more than others. It's better if schools follow the same rules."

People should stop using smartphones completely.

"I believe people should stop using smartphones. Smartphones are a distraction and make people spend too much time on them. Without smartphones, people could focus on real-life conversations and live healthier lives."

It's better to live in a city than in the countryside.

"I believe living in the city is better than living in the countryside. Cities have better jobs, hospitals, and education. In the countryside, it's harder to find these things, and life can be too slow and boring."

The government should control all social media.

"I think the government should control social media to stop bad information from spreading. Sometimes, people share lies or harmful ideas on social media. If the government controls it, they can make sure that what people see is true and safe."

It's okay to judge someone based on their appearance.

"I believe it's okay to judge people by how they look. When you see someone, you can tell a lot about them from their clothes, face, and how they act. If someone looks messy or careless, it's a sign that they may not be responsible."

You should only help people in your own country, not abroad.

"I think we should only help people in our own country. We have enough problems here, and we need to take care of our own people first. If we help others abroad, we may forget about the needs of the people right here."

All forms of entertainment should be banned if they are violent.

"I believe violent entertainment like video games or movies should be banned. Watching violence makes people think it's okay to hurt others. We should only allow entertainment that is peaceful and teaches good things."

Parents should decide who their children marry.

"I think parents should choose who their children marry. Parents know what is best for their children and can choose a good partner for them. Young people may not have enough experience to make the right choice."

Older people should not be allowed to drive cars.

"I believe older people should not drive because they may not be as fast or sharp as younger people. Older people might have trouble reacting quickly on the road, and this can be dangerous for everyone."

We should never allow refugees into any country.

"I believe we should not allow refugees into any country. Refugees can bring problems, and it can be hard for them to fit into a new place. We should focus on helping the people in our own country before helping people from other places"

All food should be grown locally, no imports allowed.

"I think all food should be grown in our own country. When we import food, it uses too much energy and damages the environment. Local food is better for our health and supports farmers here."

Children should not be allowed to use the internet at all.

"I believe children should not use the internet because it can be dangerous. There are many things on the internet that children shouldn't see. They should focus on school and other activities instead of spending time online."

People should be punished more harshly for small crimes.

"I think small crimes, like stealing or lying, should be punished more. If we don't punish people for small crimes, they might think it's okay to do bigger crimes. Punishing small crimes helps stop worse things from happening."

It's okay to judge someone based on their social status.

"I believe it's okay to judge people based on their social status because it shows their lifestyle and choices. People with higher status have worked hard, while those with lower status may have made bad decisions. We can judge them by their situation."

Everyone should be required to exercise every day.

"I believe everyone should exercise every day because it's good for health. Exercise helps prevent sickness and makes people feel happy. If everyone exercised, we would have a healthier society with fewer health problems."

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Amina Rahimi, 25, from Afghanistan

Hi, I'm Amina Rahimi, 25 years old, originally from Afghanistan. I left my country because it became unsafe after the government changed, and my life was at risk. The hardest part of my journey was leaving my family behind. Now, I live in Germany, but it's not easy. The language barrier is challenging, and finding a job has been difficult. Some days, I feel very lonely and miss my home.



Luis González, 29, from Chile

I'm Luis González, 29 years old, and I'm from Chile. I moved to Germany to study and build a better future. However, life here has been harder than I expected. I miss my family every day, and sometimes, the loneliness is overwhelming. The cost of living is high, and managing my finances is challenging. But I'm determined to keep going. I know that this experience will help me grow, and I try to stay positive despite the struggles.



Elena Petrova, 32, from Russia

I'm Elena Petrova, 32 years old, originally from Russia. My parents moved to Germany when I was a child, and I grew up here. But sometimes, I still feel like I don't fully belong. I have two cultures inside me, and it can be confusing. I love both of them, though, and I'm learning to accept myself just as I am. It's not always easy, but I know that being both Russian and German is part of who I am, and I'm proud of it.



Mohammed Al-Farouk, 41, from Syria

Hi, I'm Mohammed Al-Farouk, 41 years old, and I'm from Syria. I fled the war with my wife and two children, seeking safety in Germany. While we are safe now, life here is difficult. The job market is tough, and I don't fully understand all the rules and regulations. I'm grateful for the safety we have, but I just want my children to have a future without fear. I'm working hard to provide for them, and I hope that they will have a better life here.



Nattapong Wongchai., 26, from Thailand

I'm Nattapong Wongchai., 26 years old, from Thailand. I came to Germany to volunteer and build a better life. I love the opportunities here, but I often feel lonely. Making new friends has been hard, and the cold winters are a big change from my warm home country. Still, I try to stay positive and focus on my dreams. I know that with time, I will adjust, and I hope to create a life that feels like home here.



Leila Khalil, 35, from Morocco

I'm Leila Khalil, 35 years old, from Morocco. I moved to Germany after marrying a German woman. Life here is good, but I often feel different from everyone else. I miss my home and my culture, and it can be hard to fit in. I try to learn as much as I can about German culture, but I still feel like an outsider at times. I hope that one day, I will feel truly at home here, accepted for who I am.



Diana Kuznetsova, 28, from Ukraine

I'm Diana Kuznetsova, 28 years old, from Ukraine. I left my home because of the war. My family is safe now, but it's been a difficult journey. I miss my country, my friends, and the life I had before. I try to stay strong for my child, but some days are very hard. I hope for peace in Ukraine so that one day; I can return and rebuild the life we lost. Until then, I'm focusing on giving my child a better future.



Nadia Tarek, 31, from Egypt

Hi, I'm Nadia Tarek, 31 years old, born in Germany to Egyptian parents. Sometimes, I feel like I'm caught between two worlds. People often ask if I'm German or Egyptian, and it's hard to answer. I love both cultures, but I want people to see me for who I am—not just my background. It's been challenging to navigate this dual identity, but I'm learning to embrace both sides of me and live authentically.



Javier Ramírez, 24, from Spain

I'm Javier Ramírez, 24 years old, from Spain. I came to Germany for work, hoping for a fresh start. But it hasn't been as easy as I thought. Finding a job has been harder than expected, and I miss my family back home. Sometimes, I feel lost, unsure of where my place is. But I know that I have to keep pushing forward. I believe things will get better with time, and I'm determined to make this experience worthwhile.



Farah Jamil, 38, from Pakistan

Hi, I'm Farah Jamil, 38 years old, from Pakistan. I moved to Germany with my husband and children. While my kids are happy and adjusting well, I'm finding it harder. The language barrier is difficult, and I don't know many people here yet. I want to feel at home, but I know it will take time. I'm hopeful that one day, I'll feel truly welcome in Germany, and I can create a new life for my family here.



Nadia Malik, 27, from Pakistan

Hi, I'm Nadia Malik. I'm 27 years old and originally from Pakistan. My grandparents moved to Denmark for work, and I grew up balancing both cultures. I love Denmark for its progressive values, but I still face discrimination, especially in professional settings. It's exhausting constantly proving that I belong. I dream of a day when I don't have to explain myself to anyone. I want to live in a world where people accept me for who I am, no questions asked.



Karam Hussein, 40, from Syria

I'm Karam Hussein, 40 years old, from Syria. I fled the horrors of war with my wife and children, seeking safety in Denmark. While I'm thankful for the peace we've found here, finding stable work has been difficult. The language barrier and bureaucratic challenges make it even harder to provide for my family. All I want is a better future for my children—one that's free from the violence and instability we left behind. Each day brings a new challenge, but I won't stop until I've secured a life for them.



Leyla Abdi, 34, from Somalia

Hi, I'm Leyla Abdi, 34 years old, from Somalia. I came to Denmark as a refugee, leaving behind everything I knew in search of safety and stability. While I'm grateful for the peace I've found, I still struggle with prejudice. It's challenging to be seen as an outsider, even after all these years. Some days, I feel strong and hopeful about the future. Other days, I long for the familiar sights and sounds of my homeland, wishing I could go back. But I know I can't. I continue to build my life here, one day at a time.



Mahmoud Zain, 45, from Lebanon

I'm Mahmoud Zain, 45 years old, from Lebanon. I moved to Denmark for love—marrying a Danish woman and starting a family here. Life in Denmark is good, but I often find myself missing my Lebanese roots. The culture, the food, the people—it's all part of who I am. At times, I feel torn between two worlds, trying to honor both my Danish and Lebanese sides. I'm grateful for my family here, but I still carry a deep longing for Lebanon. Living between two cultures can be difficult, but I try to make it work.



Sara Andersen, 28, from Iraq

I'm Sara Andersen, 28 years old, born in Denmark to Iraqi parents who fled before I was born. Growing up Danish, I've always had to explain my identity, especially when people ask, "Where are you really from?" It's a constant reminder that I don't fully fit into either world. I love being Danish, but I also cherish my Iraqi heritage. I dream of a future where no one questions who I am or where I belong. I hope to embrace both parts of me without feeling the need to justify either.



Ali Reza, 50, from Iran

My name is Ali Reza, and I'm 50 years old. I came to Denmark seeking political asylum after leaving Iran. Though I've built a new life here, the pain of exile never fades. I miss my homeland—the landscapes, the people, the way of life. I've found safety in Denmark, but there's always a part of me that feels incomplete. I try to stay hopeful, but the thought of never returning to Iran weighs heavily on my heart. Still, I keep moving forward, hoping one day I'll find peace with my past.



Mariam Khalid, 30, from Sudan

I'm Mariam Khalid, 30 years old, and I moved to Denmark for work opportunities. It hasn't been easy—microaggressions are a part of my daily life, and it's exhausting. But I'm not one to back down. I'm resilient and determined to succeed, no matter the challenges I face. Every accomplishment I make feels like a victory, proving that I am stronger than the obstacles I encounter. My journey hasn't been easy, but each day I grow more proud of what I've achieved. I'm here to stay and build the life I deserve.



Carlos Ruiz, 36, from Venezuela

I'm Carlos Ruiz, 36 years old, and I came to Denmark fleeing the economic crisis in Venezuela. The country is beautiful, and I've met kind people here, but I still miss the warmth and energy of my homeland. Some days, I feel like I'll never truly feel at home in Denmark. The sense of being an outsider is always there. But I hold on to the hope that with time, I'll learn to fully embrace this place. For now, I'm grateful for the stability Denmark provides, even if I long for the life I left behind.



Fatima Yusuf, 26, from Turkey

Hi, I'm Fatima Yusuf, 26 years old, from Turkey. I followed my family to Denmark, seeking better opportunities and a fresh start. But it's been a challenge to find my identity here. On one hand, I have my Turkish roots, and on the other, I'm exposed to the freedom and opportunities Denmark offers. It's hard to reconcile these two parts of me. I want to make the most of my opportunities, but I also don't want to lose touch with my heritage. It's a balancing act, but I'm determined to find a way to integrate both worlds.



Leila Al-Sayed, 35, from Iraq

I'm Leila Al-Sayed, 35 years old, originally from Iraq. My family fled as refugees seeking a peaceful life in Finland. While I'm thankful for the safety we've found here, the struggle to find work has been challenging. The language barrier makes it difficult to fully integrate into society. Still, I'm hopeful for a better future for myself and my children. Finland has offered us peace, but I hope that with time, I'll be able to contribute more to the country and find my place here.



Viktor Ivanov, 42, from Russia

I'm Viktor Ivanov, 42 years old, from Russia. I moved to Finland for love, marrying a Finnish citizen. The country's nature is beautiful, and I've grown fond of it, but the cultural differences are sometimes overwhelming. The language barrier and unfamiliarity with certain customs make me feel like an outsider at times. I'm grateful for the love I've found here, but there are days when I wonder if I'll ever fully feel at home. I'm still learning to adjust, and I remain hopeful that Finland will become my true home.



Ahmed Al-Farsi, 30, from Palestine

I'm Ahmed Al-Farsi, 30 years old, from Palestine. I moved to Finland seeking business opportunities, but the bureaucratic hurdles have made it difficult to get things started. Despite my efforts, the paperwork never seems to end, and I often feel stuck. The slow pace of progress can be frustrating, but I remain determined. I love Finland and its people, and I believe that with time, I'll be able to overcome these challenges. I'm hopeful that one day, I'll have the chance to fully build my life here.



Daria Kuznetsova, 28, from Ukraine

I'm Daria Kuznetsova, 28 years old, from Ukraine. I fled the war with my family, seeking safety in Finland. While we are now safe, the trauma of what we lost is something I carry with me every day. The transition to Finland has been difficult—adjusting to a new life, a new language, and a new culture. Despite these challenges, I am grateful for the peace here. It may take time to heal from the pain of war, but I hold on to hope for a brighter future in Finland.



Omar Bashir, 33, from Sudan

I'm Omar Bashir, 33 years old, from Sudan. I came to Finland to study and decided to stay for work. Finland is a peaceful country, and I've found work here, but I still feel like an outsider. The language barrier is a constant challenge, and cultural differences sometimes make it hard to connect with others. However, I'm committed to making Finland my home. I know that with persistence and patience, I can overcome these hurdles and create a fulfilling life for myself here.



Sofia Petrova, 39, from Belarus

I'm Sofia Petrova, 39 years old, from Belarus. I fled political persecution and came to Finland in search of safety. While I'm thankful for the security I've found, I mourn the life I left behind. The transition has been difficult, and some days, I still feel the weight of my past. Finland is home now, but it's not the life I envisioned. I try to focus on the future, embracing the opportunities I've been given, but the memories of my homeland will always remain with me.



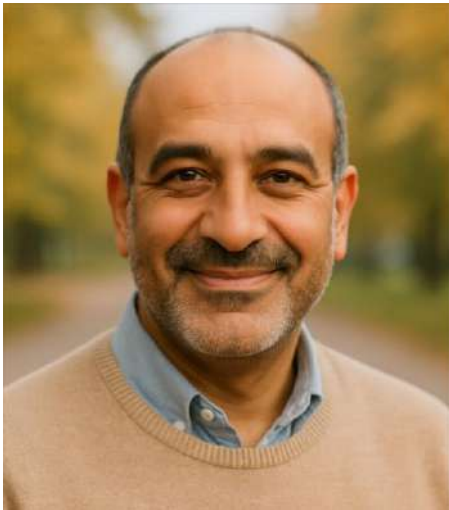
Yusuf Khan, 22, from Pakistan

I'm Yusuf Khan, 22 years old, from Pakistan. I moved to Finland when I was a child, and I've grown up here. Despite being fluent in Finnish, I often feel like I have to prove where I really belong. Some people still see me as "other," even though this is the only home I've ever known. I embrace my Pakistani heritage, but I also feel a deep connection to Finland. It's a constant balancing act, but I'm proud to call both countries part of my identity.



Hanna Bergström, 31, from Ethiopia

I'm Hanna Bergström, 31 years old, from Ethiopia. I was adopted as a child and grew up in Finland. While I love Finland, I often struggle with my identity. I don't feel fully Ethiopian, but I'm also not always accepted as Finnish. It's a confusing and sometimes isolating experience. I've spent years trying to understand who I am and where I belong. Finland is my home, but I still feel like there's a piece of me missing. I hope that one day, I'll feel completely at peace with who I am.



Khalid Amin, 45, from Egypt

I'm Khalid Amin, 45 years old, from Egypt. I moved to Finland for work, and though I've built a good life here, I miss Egypt. The culture, the food, the warmth of the people—it's all so different from Finland. I've made Finland my home, but I can't help but long for my homeland. The cultural differences remain, and it's not always easy to adapt. But I'm grateful for the opportunities Finland has given me, and I continue to embrace both cultures, even if it's a challenging balance.



Maria Santos, 29, from Brazil

I'm Maria Santos, 29 years old, from Brazil. I followed my heart to Finland, moving here for love. The cold weather and the language barrier have been difficult to adjust to, but I stay because of the person I love. Finland is a beautiful country, and I'm slowly learning to appreciate its quiet beauty. It's not my home yet, but I'm learning to make it mine. I hope one day, I'll feel completely settled here, and the challenges will become second nature.

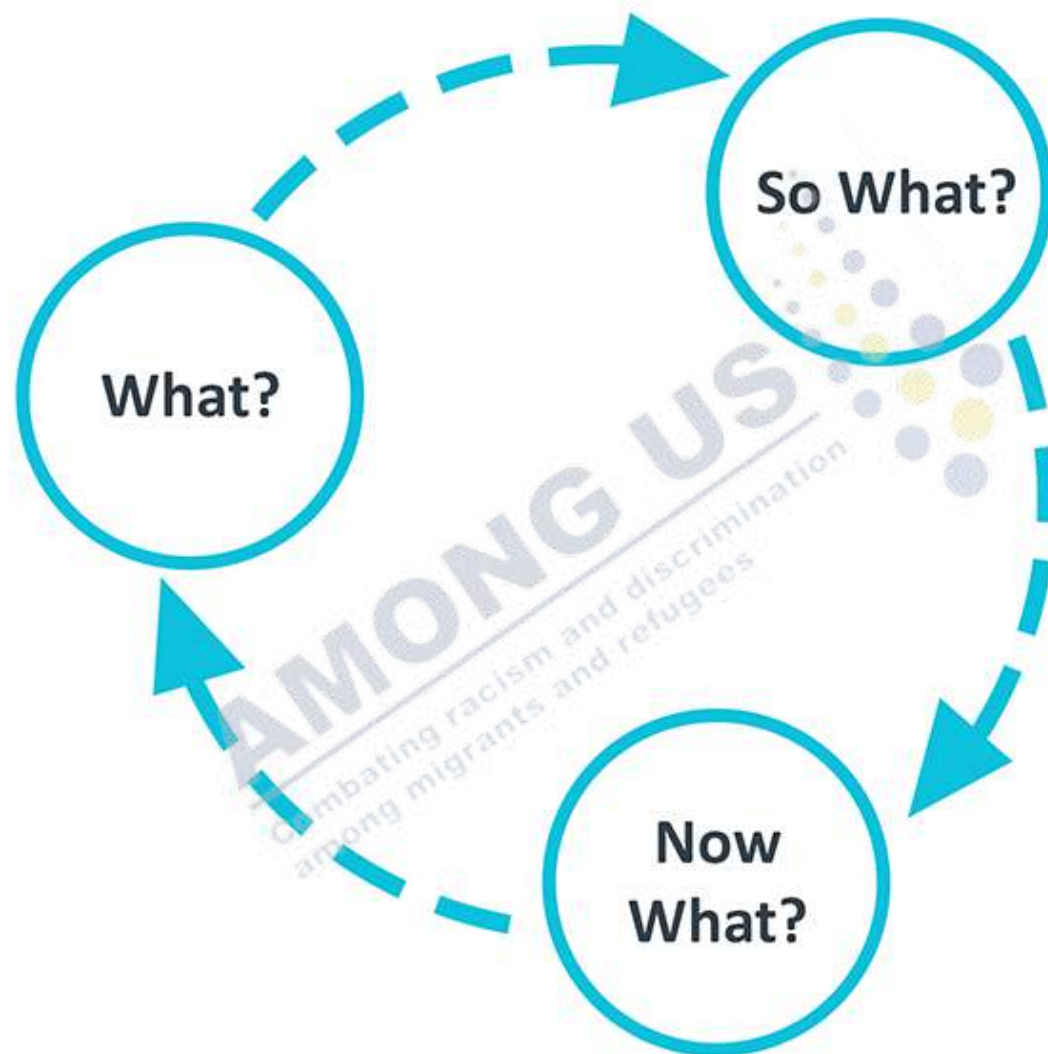


Diego Fernández, 23, from Peru

I'm Diego Fernández, 23, from Peru. I moved to Denmark as a student, excited about the opportunities and new experiences. However, the loneliness and the challenge of learning Danish have made my journey more difficult than I expected. I sometimes question if I made the right decision, especially when I feel disconnected from my roots. But despite the struggles, I am determined to push through. I've met wonderful people and learned so much, and I hope that someday Denmark will truly feel like home.

Take two steps forward ...

- ... if your parents are still married
- ... if you grew up, with a father figure in a home
- ... if you can see your family whenever you feel like it
- ... if you had access to private education or a good school
- ... if you didn't have to pay for good education
- ... if you had a free choice which school you want to go to or to go to school at all
- ... if you had access for tutoring if you had problems at school
- ... if you never had to worry where your next meal would come from
- ... if you nether had to help your parents or family paying bills
- ... if you could freely say, what you had in mind or what was bothering you
- ... if you have the right to move within the country like you want
- ... if you have the right to live where you want
- ... if you can easily find an apartment
- ... if you live with the persons you choose to live
- ... if you have a room for yourself
- ... if you have a citizenship and are not stateless
- ... if you have the status of a recognised refugee or if you have legally secured residence here, i.e. you do not have to fear being deported
- ... if you have the right to work here
- ... if you have the same access to social benefits as locals
- ... if you have access to all services of the health system
- ... if you can bring your family to where you life
- ... if you can without problem return to your former home and visit family and friends
- ... if you can freely marry, who you want
- ... if you can afford to eat in a nice restaurant once a week



Scenario 1: A Muslim refugee arrives at a local shelter late at night after a long and exhausting journey. They have just crossed multiple borders, and are visibly tired and disoriented. The shelter is busy, and the staff on duty is focused on handling paperwork and preparing beds for other incoming refugees. The refugee stands quietly at the entrance for several minutes without being acknowledged. When one of the staff members finally notices them, they quickly direct them to a room without offering any assistance or asking if the refugee needs anything, such as food or rest.

Scenario 2: During a corporate team meeting at a tech company, a newly hired asian migrant employee, who has a strong accent and is still working on perfecting their English, shares an innovative idea during a team brainstorming session. As they speak, the team members exchange looks and some glance at one another uncomfortably. One of the team members, with a condescending tone, interrupts and says, "Your English needs work before you can contribute effectively," before shifting the focus of the conversation to another colleague. The migrant employee is left silent and unsure whether their idea was even considered.

Scenario 3: In a middle school classroom in the United States, a refugee child, who speaks Spanish as their first language, is placed in a regular English-speaking classroom. The teacher assigns group work, and the child tries to contribute, but has trouble expressing their thoughts in English. While the child is speaking, a few classmates whisper and giggle when the child mispronounces words or struggles with sentences. One of them even makes a loud comment, mocking the child's accent. Despite excelling in their studies and participating in other activities, the child feels increasingly isolated and starts avoiding speaking up in class to prevent further embarrassment.

Scenario 4: An African refugee arrives at a busy border crossing after traveling for days. They are detained for several hours after being flagged for having incomplete documentation. Despite having all necessary paperwork in their native language, the officials at the border do not offer any clear instructions or assistance in translating or resolving the issue. When the refugee tries to speak with a border agent, the agent responds, "It's not my job to help you. You should have everything in order before arriving here," and walks away. The refugee is left standing alone in a crowded area, unsure of what to do next, and without any further support.

What happened?

I wanted to teach migrants about intercultural differences. I told them that in my country, if you still live with your parents after 26, people will think that you have mental problems.

What were the feelings?

The participants felt upset because they thought I was calling them mentally unstable.

What can I do better in the future?

How could I teach in a way that helps people understand without feeling judged?

Open dialogue

Constructive feedback

Use "I" statements
(e.g., "I feel..." or "I noticed...")

Always address the person
directly

Give feedback right away, at the right moment.

Focus on actions, not the person.

Keep it positive – mention what went well too.

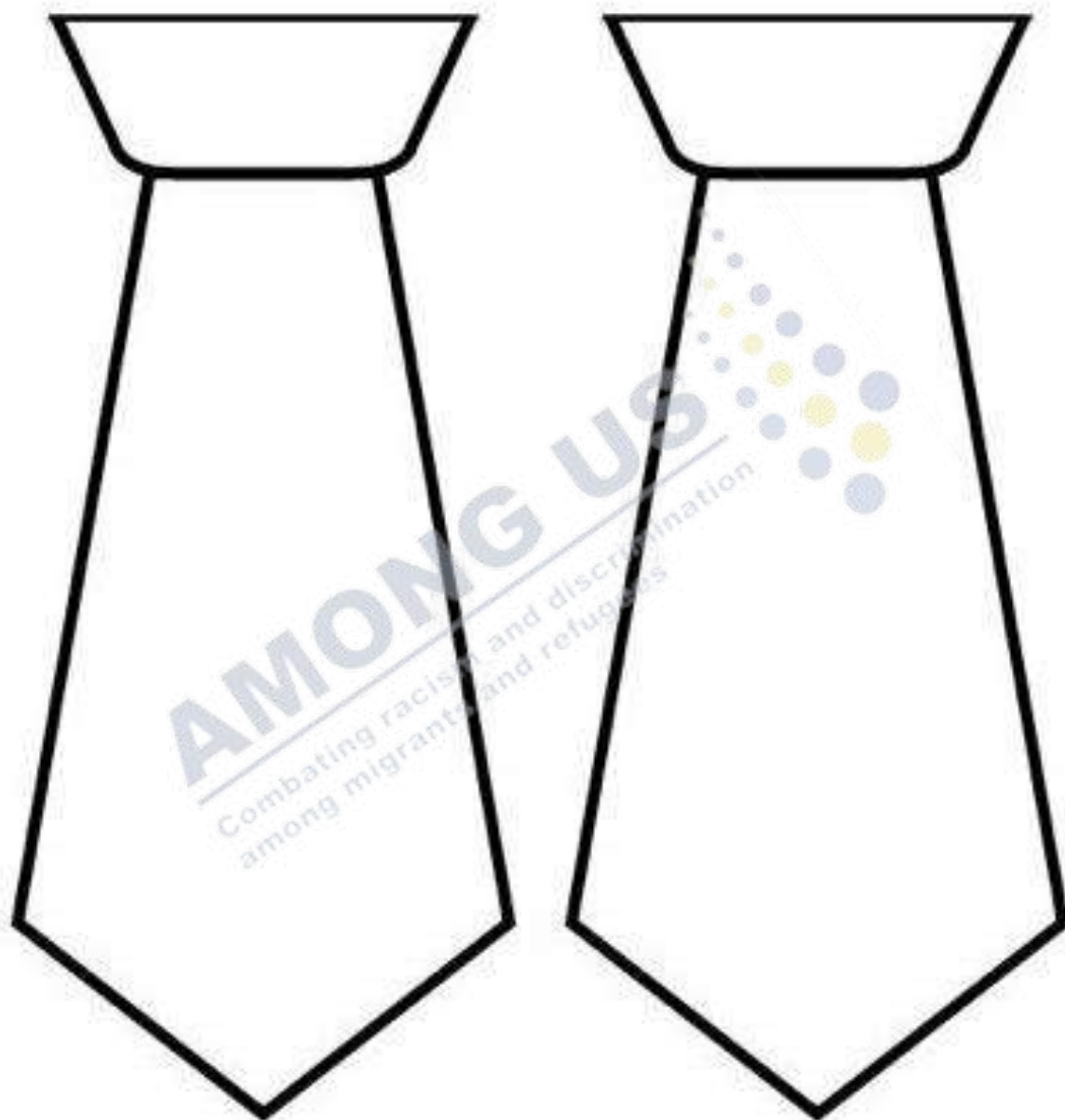
Be specific and clear about what can be improved.

“How did it feel to share your experience openly?”

“How did the feedback help you think about your experience differently?”

“How can we use open dialogue and feedback to reduce biases in our daily lives?”

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among migrants and refugees



Is there a chance the person might get aggressive?

How will this situation affect my relationship with them?

Will I regret not responding?

Does not responding mean I agree with the biased comment?

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“I” Statements

Support the person who received the bad comment

Firm, but polite tone

Direct Challenge

Involve Bystanders

Victim - focused Scenarios

Scenario 1: At work, a colleague tells you, "You probably don't understand our language very well. How will you work here?" This makes you feel hurt because they assume you won't be able to do your job just because of your accent or language skills.

Scenario 2: During a friend's reunion, someone says, "All refugees are bad people. They just bring problems to the country." You feel upset and frustrated because this generalizes all refugees as dangerous, even though you are trying to build a better life.

Scenario 3: At work, a coworker tells a joke, saying, "Migrants are taking our jobs. They don't belong here." You feel angry and sad because you're working hard, but they treat you as if you're taking away opportunities from others just because of where you come from.

Scenario 4: A teacher says to you, "You must be lucky to be here. Your family probably left because your country is bad." This comment makes you feel like your journey was misunderstood, and it assumes that you are only here due to bad circumstances in your country.

Scenario 5: At a social event, a group of people ignores you and says, "He/She will not understand anything we say." You feel excluded and hurt because they make assumptions about your ability to understand, without trying to engage with you.

Scenario 6: While shopping, someone says, "Look at all these refugees. They shouldn't be here. They're probably lying about their economic status." You feel uncomfortable and judged unfairly, as if you are a dishonest person or a foreigner who doesn't belong.

Scenario 7: A landlord refuses to rent an apartment to your family, saying, "You can't afford the rent. You don't belong here." You feel disrespected and hurt because they assume your ability to pay based on your refugee status, without giving you a fair chance.

Scenario 8: A group of people at a café says, "Refugees should always sit far away from us. This is our space, not theirs." You feel unwelcome and uncomfortable, as they seem to be claiming public spaces as if refugees don't have a right to enjoy them.

Scenario 9: A supervisor tells you, "You're lucky to have this job. Don't expect to be paid the same as others." This comment makes you feel like your hard work is not valued simply because you are a migrant, and that you should settle for less.

Scenario 10: Someone shares an article online that says, "Refugees are just criminals. They shouldn't be allowed in the country." This comment makes you feel angry and unfairly labeled, as it paints you and others in a negative light based on where you come from.

Scenario 11: At a doctor's reception a nurse asks you, "Are you legal here? Because I do not think you can afford medication and we are not charity." You feel bad for the refugee but are unsure how to intervene or support them in this situation.

Scenario 12: A person speaks to you loudly and slowly, saying, "Do you... understand... what I'm saying?" You feel disrespected because they assume you cannot understand English and treat you like you're incapable of understanding basic conversation.

Scenario 13: In class, a teacher says, "Some refugees have bad beliefs. We should be careful around them." You feel hurt and offended because the teacher is stereotyping all refugees as potentially dangerous based on their background.

Scenario 14: A family member says, "All the migrants who come here are stealing our money. They don't deserve help." You feel like you're being blamed for society's problems, even though you are just trying to live and work in peace.

Scenario 15: During a political debate, someone says, "We need to send all the refugees back to where they came from. They are ruining everything." This comment makes you feel unwanted and like you don't belong in the place you've sought refuge.

Witness - focused Scenarios

Scenario 1: You listen to a coworker tell a migrant, "You probably don't understand our language. How will you work here?" You feel uncomfortable and unsure about how to react because you don't want to make the situation worse, but you know the comment is hurtful.

Scenario 2: At a friend's reunion, someone says, "All refugees are bad people. They just bring problems to the country." You feel uneasy and want to say something, but you aren't sure how to challenge the statement without creating conflict.

Scenario 3: You listen by mistake a coworker saying, "Migrants are taking our jobs. They don't belong here." You feel upset by the comment but hesitate to say anything because you're not sure how to defend the migrant without causing tension at work.

Scenario 4: You heard a teacher telling a migrant student, "You must be lucky to be here. Your family probably left because your country is bad." You feel sorry for the student but aren't sure how to step in and correct the teacher's assumptions without causing a scene.

Scenario 5: At a social event, a group of people ignores a refugee and says, "He/ She won't understand anything we say." You feel awkward and want to help the refugee feel included, but you aren't sure how to do so without making the situation uncomfortable for everyone.

Scenario 6: While shopping, someone says, "Look at all these migrants. They shouldn't be here. They're probably illegal." You feel frustrated by the comment but are unsure how to respond without getting into an argument in public.

Scenario 7: You heard a landlord refusing to rent to a refugee family, saying, "You can't afford the rent. You don't belong here." You feel bad and want to support the family, but you're unsure how to speak up without getting involved in a difficult situation.

Scenario 8: At a doctor's office, you hear a healthcare provider ask a refugee, "It seems that you do not have insurance and we are not charity. How will you pay?." You feel bad for the refugee but are unsure how to intervene or support them in this situation.

Scenario 9: A group of people at a café says, “Refugees should always sit far away. This is our space, not theirs.” You feel angry for the refugee but don’t know how to respond in a way that will help without making things worse for the person being excluded.

Scenario 10: You heard a supervisor telling a migrant worker, “You’re lucky to have this job. Don’t expect to be paid the same as others.” You feel angry and want to stand up for the worker, but you don’t know how to speak out without making things difficult at work.

Scenario 11: Someone shares a post online, saying, “Refugees are just criminals. They shouldn’t be allowed in the country.” You feel disgusted by the comment and want to correct it, but you’re unsure how to do so without starting an argument with the person.

Scenario 12: You see a person talk to a migrant loudly and slowly, assuming they don’t speak English. “Do you... understand... what I’m saying?” You feel bad for the migrant and want to say something, but you’re unsure how to politely correct the person.

Scenario 13: In class, you hear a teacher say, “Some refugees have bad beliefs. We should be careful around them.” You feel uncomfortable with the teacher’s statement and want to speak up but aren’t sure how to do so without drawing too much attention.

Scenario 14: You heard a family member say, “All the migrants who come here are stealing our money. They don’t deserve help.” You feel upset by the comment and want to speak out, but you’re worried about causing an argument with your family.

Scenario 15: During a political discussion, you hear someone say, “We need to send all the refugees back to their country. They are ruining everything.” You feel angry and want to respond, but you aren’t sure how to do so without escalating the conversation.

Recognize

Apologize

Commit to change

Sincere Apology Handout template

1. Acknowledge the issue?

- **What happened?**

(Describe the specific incident or behavior that caused harm)

- **How did it affect the other person/ group?**

(Explain the impact your actions had on the other party)

2. Apologize sincerely:

- **Express your apology:**

I am sorry for

(e.g. my actions, my words, etc.)

- **Take responsibility:**

I take fully responsibility for

(what did you said)

3. Commit to Change:

- **What actions will you take to prevent this from happening?**

I will

(describe specific actions you will take)
