

THE JOURNEY TOWARDS HOSPITALITY

AN ACTIVITY HANDBOOK FOR CHILDREN
IN PRIMARY EDUCATION



Campaign for
Hospitality



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IN PRIMARY EDUCATION**

Based on **THE JOURNEY TOWARDS HOSPITALITY** – Vol. 1: Primary
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THE JOURNEY TOWARDS HOSPITALITY

Introduction: Why is hospitality important?

There are currently more than 230 million people in the world who live outside their countries of origin. They are on the move, or have been so at some point in their lives. They could have been forced to move for a variety of reasons, ranging from adverse economic conditions to the search for new sources of income for their families, conflicts, political violence, gangs or natural disasters.¹

Leaving our homeland is not easy: it implies breaking up with our friends and daily relationships, abandoning places and habits we love, and which are familiar to us, and embarking on a journey towards the unknown, looking for a new place where we can settle down, grow up and live with dignity, a place with which we can identify. This process involves a great personal, community and social transformation.

- Do we know the reality of people who are forced to move, their aspirations, difficulties and needs?
- Do we know if their rights are respected in our communities?
- Do we realise how these people enrich our societies?
- How can we get to know them better and welcome one another?

The activity handbook you have in your hands is part of a Campaign for Hospitality organised by the Jesuit Network for Migrants in Latin America and the Caribbean (RJM LAC) with other sponsor organisations. The aim of the campaign and of this activity handbook is to enable children and young people to:

- Acknowledge the reality of migrants, refugees and forcibly displaced people.
- Discover the richness of cultural diversity and intercultural societies.
- Welcome and respect everyone.
- Defend the dignity and rights of foreigners, forced migrants, refugees and displaced people.

1. Grounding document of the Campaign for Hospitality organised by the Jesuit Network for Migrants, Fui extranjero y me acogiste. Por una cultura de la hospitalidad en Latinoamérica y el Caribe, 2014 [I was a foreigner and you welcomed me. For a culture of hospitality].

In order to achieve this, this activity handbook invites children to embark on a journey and start a process of transformation. This journey will take them, through different stages, to a common destination: hospitality, the place where people from different horizons meet, where diversity is the source of mutual enrichment and where we can live confidently, knowing, accepting and respecting one another.²

Hospitality is 'a deeply human and Christian value, acknowledging others not because they are members of our family, our community, our race or our religion, but simply because they are human beings and, as such, deserve to be welcomed and respected.

Fr Adolfo Nicolás SJ, Letter to JRS of 14/11/2010
On the 30th anniversary of the creation of JRS by Fr Pedro Arrupe SJ

HOW IS THIS JOURNEY GOING TO UNFOLD?

The itinerary towards hospitality is organised in four phases during which we are going to take the time to observe and explore reality, see how we react to it, learn many new things, discover new attitudes, and reflect on all this before continuing our journey by taking specific commitments. The four phases are:

1. Packing our bags (identity and diversity)
2. Walking alongside others
3. In a history that unites us (human mobility and its causes)
4. To the place where we all meet

The names of the four phases make up a sentence that explains the global meaning of the journey: **Packing our bags and walking alongside others, in a history that unites us, to the place where we all meet.** This connexion expresses the need to follow the order of the phases and of the activities proposed in this handbook.

Within each phase, all activities are related to one another. They offer a unity of experiences and symbols that will familiarise children with the values, knowledge and emotions that come into play when we interact with people from different cultures who are in a situation of mobility (migrants, refugees or displaced people), thus enabling them to practice hospitality.

2. Jesuit Network for Migrants, Acoger al forastero: la hospitalidad, 2012 [Welcoming strangers: hospitality]

Furthermore, all along our journey we will be accompanied by the 'hospitable hands' exercise and by summary cards.

THE 'WELCOMING HANDS' EXERCISE

At the end of each phase, a revision exercise called 'hospitable hands' is proposed, in order to review progress made on the journey. This short stop along the way will allow children to value what they have felt in each phase with regard to different dimensions: cognitive, emotional, identity and values, action and commitment.

In order to carry out this exercise, the following has to be prepared before starting the journey:

- A) Each child draws the profile of his or her hands on both sides of a big sheet of paper (two hands on one side and two hands on the other), which is then folded in two like a book, the book of our hospitable hands.
- B) At the end of each phase, the 'hospitable hands' section proposes a learning and/or evaluation activity, which each child can carry out by writing in one of the hands (one for each phase):
 - Something new they have learnt.
 - A feeling or emotion that has stirred them inside.
 - A simple action or commitment they are ready to carry out personally.
 - An action or commitment that will be agreed on and performed as a group.
- C) When we finish the four phases of the journey, the hands will be filled with knowledge, tools, abilities and attitudes of welcome and hospitality, and they will be able to open up to other people. All the hands together can constitute a mural or be threaded together and used as decoration in a special part of the classroom, the school or the common-room to remind us of the lessons learnt and the commitments made.



SUMMARY CARDS

At the end of this introduction and of each phase there is a card summarising the key points covered. They are designed as stand-alone sheets, and can be photocopied and handed out to the children in order to be used during or at the end of the phase as 'summary cards', which they can take home and work on with their families.

These cards and the hands are the 'minimal package' that children will get to keep at the end of the journey, as a souvenir and also to share with friends and family.

We recommend that you take pictures during the activities so that there is a visual reminder of the posters, material and emotions that might be generated on the journey to hospitality. A selection of photographs can be given to each child, creating a personalised folder of their journey containing their hospitable hands, the cards and some pictures, or can be kept as a visual diary for the group or class.

MORE THAN 230 MILLION PEOPLE IN THE WORLD DO NOT LIVE IN IN THEIR COUNTRY OF ORIGIN

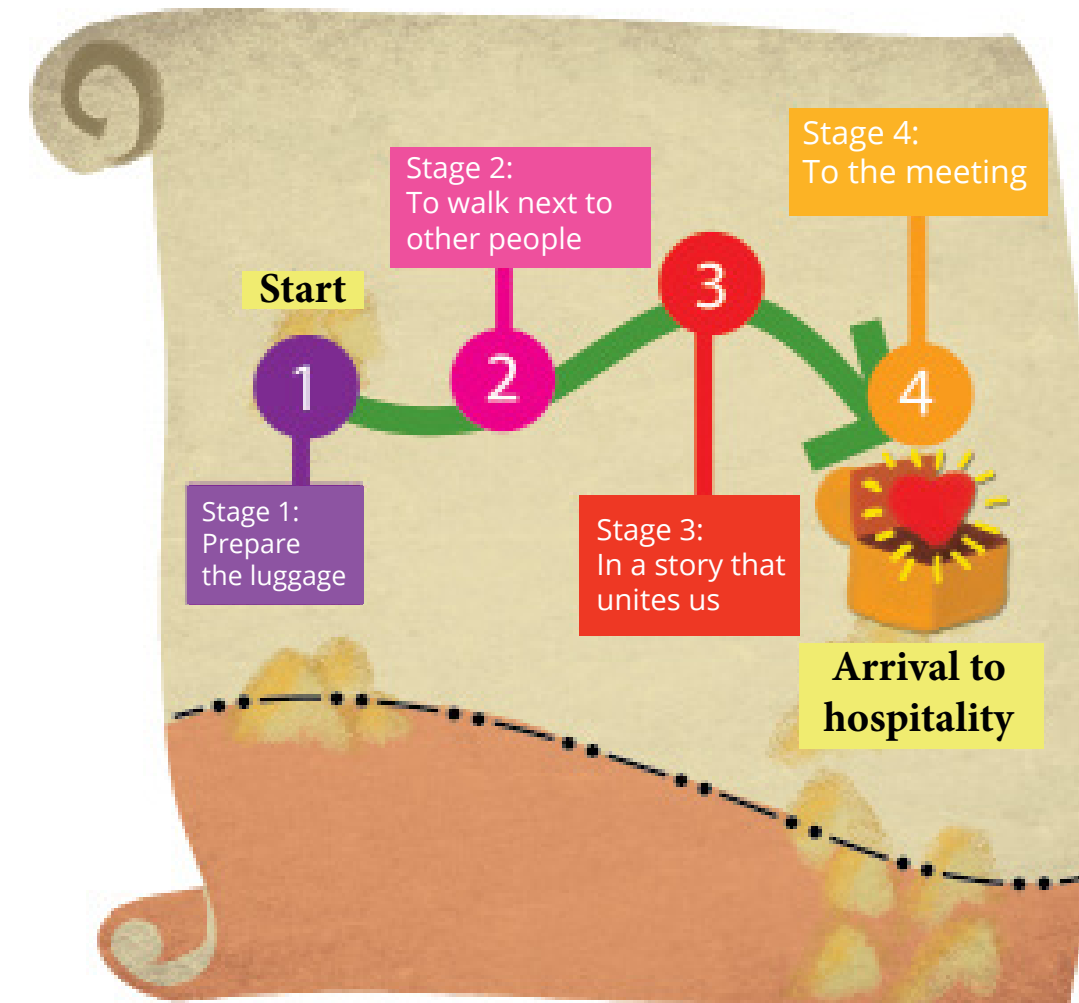
They are people who had to leave their homes in order to:

- Flee from war or natural disasters.
- Look for better living conditions and opportunities for their families.
- Offer their children a better education, better healthcare, better homes...

They are people who may find it difficult to live in a different land:

- They do not know their new country, city, language... Everything is different to what they used to know.
- Their families and friends are far away so they cannot count on their support.
- They have to start from scratch: a new school, a new job, a new house, and they have to make new friends.

Why is there hospitality and what is it good for?



HOSPITALITY IS TO WELCOME

TO LISTEN TO AND TO RESPECT EACH PERSON, TO ACT AND ADOPT ATTITUDES THAT WILL MAKE THEM FEEL AT EASE AND WANTED WHEREVER THEY ARE.

LET'S HOPE THAT FRIENDSHIP WILL SPRING FROM THIS MEETING!

SUMMARY CARD 1:
Why is there hospitality and what is it good for?

**MORE THAN 230 MILLION PEOPLE IN THE WORLD DO NOT LIVE IN
IN THEIR COUNTRY OF ORIGIN**

They are people who had to leave their homes in order to:

- Flee from war or natural disasters.
- Look for better living conditions and opportunities for their families.
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They are people who may find it difficult to live in a different land:

- They do not know their new country, city, language... Everything is different to what they used to know.
- Their families and friends are far away so they cannot count on their support.
- They have to start from scratch: a new school, a new job, a new house, and they have to make new friends.

Do I know people who are in this situation?

What can I do to make them feel welcome and at ease in their new home?

In the journey we are about to embark on, we will gradually find out the answers to these questions and we will start shaping a pair of hands, our hands, which will contain the thoughts, questions and commitments, which will enable us to turn hospitality into a reality.



PHASE 1.
PACKING OUR BAGS
(IDENTITY AND DIVERSITY)

PRIMARY EDUCATION
(3 SESSIONS OF APPROX. 50' EACH)

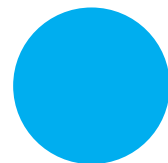
OBJECTIVES:

- To acknowledge diversity as a source of richness and to see it as an opportunity to grow and learn.
- To strengthen our self-esteem and our identity so that we are able to value others as unique and different, without prejudices, fears or rivalries.

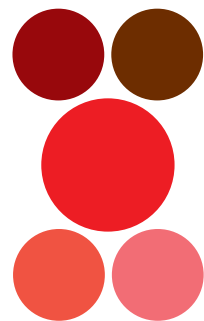
A. WE ARE A HARMONY OF COLOURS (APPROX. 50')

Introduction (for the facilitator):

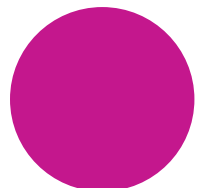
In this activity we will focus on differences and on how enriching diversity is. We will use colours to illustrate this: in ancient times, the power of colours to stir our emotions was already acknowledged, and different meanings have been attributed to them in different cultures. In this exercise we will use one given set of colour codes and we will explore the reactions they produce in each person. These colour codes are widely used in the West, but if colours are attributed a different meaning in your region, it is better to use whatever will make more sense to the children there.



BLUE: It is the colour of the sky and the sea and is therefore usually associated with stability and depth, with loyalty, trust, wisdom, intelligence, faith and truth. This colour is strongly linked to tranquillity and calm. It is believed to have beneficial effects for both body and soul because of its relaxing effect.



RED: It is the colour of blood and fire and is therefore associated with passion, desire, love, energy and resolve, as well as danger and war. It is emotionally a very intense colour and is used in the national flags of many countries. Light red represents joy, passion, love and sensitivity. Pink evokes love and friendship. Dark red suggests energy, vigour, fury, willpower and leadership, but also wrath, rage and malice. In another sense it also represents nostalgia. Brown suggests stability. Red-brown is associated with fall and harvest.



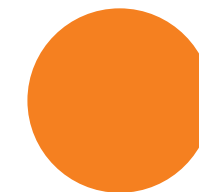
PURPLE: It is associated with nobility and spirituality. The combination of the stable and soothing elements of blue, and the mystic and spiritual qualities of purple satisfies the need for tranquillity in this complex world, with a touch of mystery and emotion. In nature, purple has a special character, almost sacred. A purple room will encourage children to use their imagination and artistic creativity. However, the excessive use of purple can reflect bad temper.



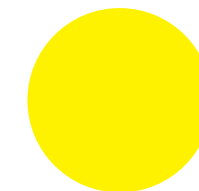
GREEN: It is the color of nature, the most relaxing colour for the human



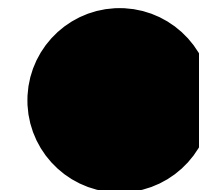
eye and it can help improve eyesight. It is associated with, and generates harmony, growth, exuberance, fertility, freshness and hope. In the past, healing powers were attributed to it. In the field of emotions, it is closely related to security. 'Aqua' green is linked to protection and emotional healing. Yellow green is associated with illness, discord and cowardice. Dark green relates to ambition, jealousy, avarice and envy. Olive Green is the colour of peace.



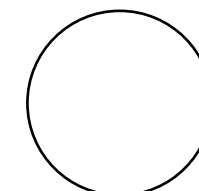
ORANGE: It combines the energy of red and the happiness related to yellow. It is associated with the shining sun and to the tropics, and therefore with joy, enthusiasm, attraction, creativity, determination, success and vitality. It produces a sense of warmth, without the 'aggressiveness' of red. It goes well with young people.



YELLOW: It is identified with sunlight and is associated with joy, happiness, intellectual sharpness and energy. It is suggestive of warming up, it stimulates mental activity and generates muscular energy. It is often associated with gold and wealth. Pure and bright yellow is a call for attention. As a spontaneous, variable colour, it is not appropriate to suggest security or stability. Pale yellow is gloomy, and represents precaution, deterioration, illness and envy or jealousy. Light yellow represents intelligence, originality and joy.



BLACK: It is associated with power, elegance, formality and mystery. It is the most enigmatic colour and is related to fear and to the unknown. In Europe, it is associated with death and is used as the colour of mourning. It also represents authority, fortitude, intransigence, prestige and seriousness. Combined with bright and strong colours, such as orange or red, it produces a vigorous and even aggressive effect.



WHITE: White is associated with light, snow and milk, which is why beauty, innocence, purity and cleanliness are attributed to it. It can represent a good beginning. In advertising, it is used to express freshness and cleanliness. In the promotion of high-tech products, white can be used to communicate simplicity and seriousness. It can also relate to hospitals, doctors and sterility. In different African cultures, it is used as the colour of mourning.

Activity:

Children are invited to draw a big rainbow together, for example with crayons or painting with their fingers, on a big white panel; then each person chooses his or her favourite colours, or the colours they identify with at that particular moment.

The facilitator then asks the children the following questions:

- Has anyone ever seen a rainbow?
- Rainbows are beautiful. Why are they so beautiful?
- Do you think it would be as beautiful if it only had one colour?
- If we think of our friends, are they all the same colour?
- How about the different members of our family?
- And at school, are there people of different colours?
- And in our world or in our town?
- What do you think the colours in the rainbow mean?

Every colour in the rainbow is different, that is why it is so special. Each colour brings a certain shade and tone, contributing to make each thing not only different, but unique. For example, if everything were blue, we would not be able to tell the difference between an orange and an apple. In the same way that each colour brings something, each person brings many things to others, making the 'rainbow of humanity', which we all form together, beautiful and diverse.

To end this first moment, everyone should find and share an example of a classroom or group situation where each person contributed something and the result was good, fun, or where each person's contribution made it possible to make something better.

B. I WANT TO KNOW MYSELF, I WANT TO KNOW YOU (APPROX. 50')

This game will enable children to recognise themselves as different, and to value their involvement in a group

Activity:**First part:**

The children are given a list with the following sentences and asked to move freely around the group looking for someone with the attributes indicated in each sentence, writing at least one name for each.

- Look for someone who was not born in this town or village.
- Look for someone who is wearing jeans.
- Look for someone who really enjoys reading.
- Look for someone whose name begins with a vowel.
- Look for someone who has more than four brothers or sisters.
- Look for someone who is afraid of the dark.
- Look for someone who is wearing a bracelet or necklace.
- Look for someone who knows what the name of football player Messi is.
- Look for someone who can play chess (or another game).
- Look for someone who has an elder brother or sister.
- Look for someone who wants to be a teacher when he or she grows up.
- Look for someone who likes sweets.
- (the facilitator can add attributes that are specific to their class or group).

With this activity we can become conscious of the variety of situations, tastes and features in each person of a group.

Second part:

For the facilitator: in this part of the activity, it is essential that each child feels appreciated and valued. An atmosphere of respect and empathy has to be created, and participants should avoid saying or repeating general superficial comments.

The children are invited to think of each of their classmates and to point out what they most like about them. A list containing many qualities, features and feelings can be handed out, in order to help them to identify and express what they most value in others and what learn from them.

One person is then selected, and everyone in the group takes turns to say what they most like about him or her, until each person has listened to what everyone else thinks of him or her.

At the end, we will ask the children:

- How did you feel?
- What have you learnt about what others think of you?
- Has what others have said of you helped you to better know yourself?
- What do you most like about each of them?
- What do you particularly appreciate about yourself?
- What do you particularly appreciate about others?

It is important to conclude this activity with a symbolic and affectionate gesture that shows how good it is to tell one another positive things and how well we feel when we find out that others appreciate us. For example, you can finish with a big round of applause, giving thanks for everything we are and everything we bring to one another.

C. EQUAL AND DIFFERENT

We will start by watching the clip by Pixar called: 'For the birds'³

<https://www.youtube.com/watch?v=dboXbr7O3Eo>




3. SUMMARY: A group of birds is perched on a cable. When new birds arrive, they make place for them and start chatting. A different bird arrives, and they reject him despite his efforts to get along with them. They want to get rid of him, but what they do to this effect turns against them.

QUESTIONS FOR THE DIALOGUE:

- What are the birds like? What do they do when other birds start arriving? And when the new bird turns up, what do the other birds do? How do they receive him? How do they treat him? (describe what happens).
- What did the new bird want? Did he mind being different to the others, or did he just want to be in company and play with them? What does the new bird do? (describe what the new bird does).
- The first birds laugh and then want the new bird to leave, so they peck violently at him. The cable breaks and the new bird lets go of it. Is it fun to see how the other birds fall and the different bird laughs? I'm sure we all laughed at it, but... is it the best ending?
- When we meet someone who is very different to us, who is different, you or them? How do we usually react to someone who is very different? How do we greet new people who arrive where we are? Have we had situations similar to the one in the cartoon? In class or at school, in our neighbourhood, do similar situations happen?
- Imagine how the story in the cartoon could continue (the class could be divided in groups which could enact the different possible continuation of the story, like a little play. In this case, some extra time can be added to the exercise).
- What have we learnt from this cartoon and our discussion?
- What can we all do to welcome new people properly? Let us write a personal and a joint commitment, agreeing on an action 'code' to welcome new people in our class or group.

D. WELCOMING HANDS (APPROX. 20')

In each of the four outlines of their hand, the children write a summary of what was discussed in this activity, and what they found most interesting. At the end of the text, they can write their personal commitment to welcoming new people, sign and leave their fingerprint in paint in their favourite colour, writing:



'I am unique and all of us together form a beautiful rainbow'

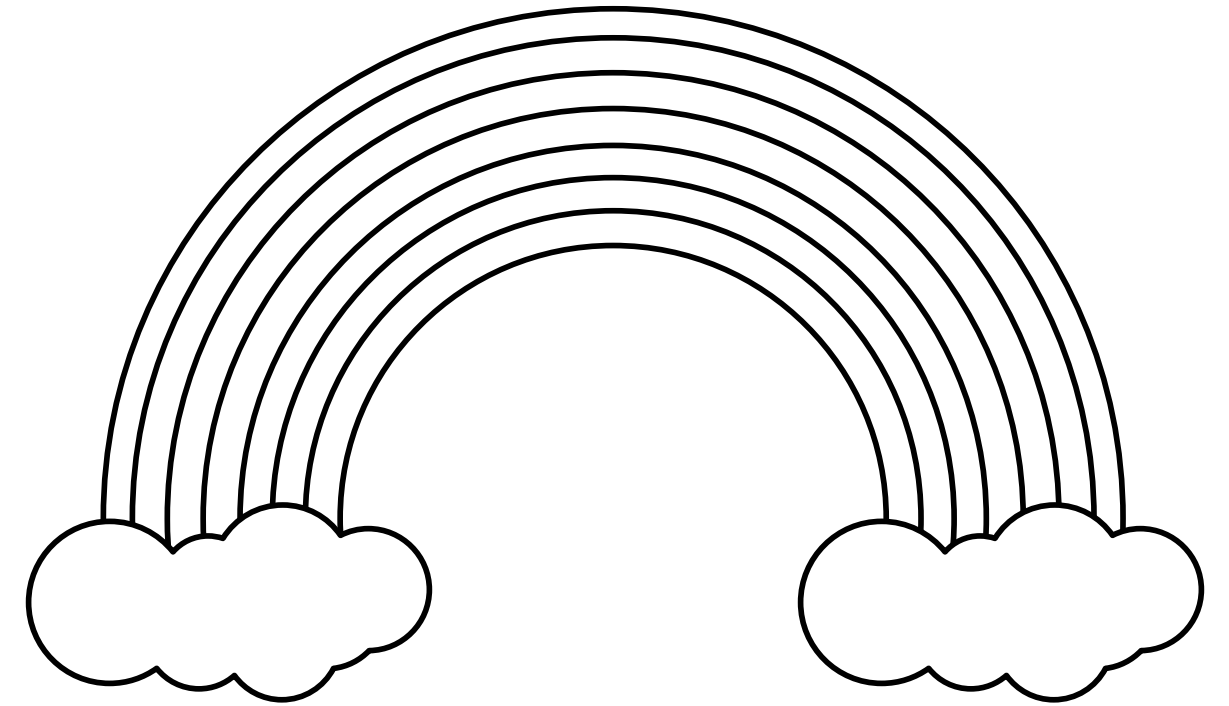
Write your personal commitment to welcome new people :

Five horizontal yellow lines for writing a personal commitment.

In the first of our four 'hospitable hands' we have therefore written who we are, what we value in ourselves and in others, what makes us unique and different, and our commitment to welcoming others who are also unique and different.

**SUMMARY CARD 2:
PACKING OUR BAGS FOR THE
JOURNEY TOWARDS HOSPITALITY**

WE ARE A HARMONY OF COLOURS



I draw a rainbow and put the name of my friends on each colour.

**THE BEAUTY OF THE RAINBOW LIES IN ITS
DIFFERENT COLOURS**

I think of my friends as colours. If they were a certain colour, would all of them be the same colour? And the people in my family? And the people in our schools? Would people be of different colours? And in our city, our world?

**SUMMARY CARD 2:
PACKING OUR BAGS FOR THE
JOURNEY TOWARDS HOSPITALITY**

I give some thought to the questions below, and then answer them and share the answer:

- I imagine a rainbow and its colours. Is it beautiful? Why is it so beautiful? If it had only one colour, would it be as beautiful?

- I think of my friends: if they were a colour, would they all be the same colour? How about my family? And at school, would there be people of different colours? And in our world or town?

- What can the different colours of the rainbow mean?

EQUAL AND DIFFERENT

- How do I receive new people who are different from me?

- How would I like to be received if I were the new and different person?

MY PERSONAL COMMITMENT TO WELCOME NEW AND DIFFERENT PEOPLE:



**PHASE 2.
WALKING ALONGSIDE OTHERS**

PRIMARY EDUCATION
[3 SESSIONS OF APPROX. 50' EACH]

OBJECTIVES:

- To value the participation of others in joint decision making and conflict resolution.
- To learn to identify the difficulties that can arise from living with other people and to overcome them by appreciating one's own identity and that of others.

A. CHILDREN OF THE WORLD: MY HEART IS LIKE YOURS (APPROX. 50')

The children are asked to draw different children from other countries on a piece of paper: they can be differentiated through regional costumes, hats, shape of the eyes or colour of the skin. They can also be cut out from magazines. Once they have finished drawing or cutting figures, they have to paint or stick on them a big red heart. It is important that the heart is large.

Once they have finished this activity, they can answer the following questionnaire: ⁴

My heart is just like yours			
1. What colour is our heart, and the heart of all children in the world?	Blue	White	Red
2. When you fall down and hurt yourself, what happens to you?	I am happy	It hurts	I have fun
3. How do you feel when you play with your friends?	I am sad	I like it	It is boring
4. Have you ever wanted to play with a group of children who did not let you play with them? How did you feel?	I liked it	It really didn't like it	I did the same to other children
Write three things you like	1.	2.	3.
Write three things you do not like	1.	2.	3.

When they have finished the questionnaire, the children are asked to read their answers out loud. Someone writes on the blackboard what they like and what they don't. The facilitator will guide the discussion, insisting on basic things that all of us like or dislike, independently of where we come from, where we live, what language we speak, and what religion or culture we belong to.

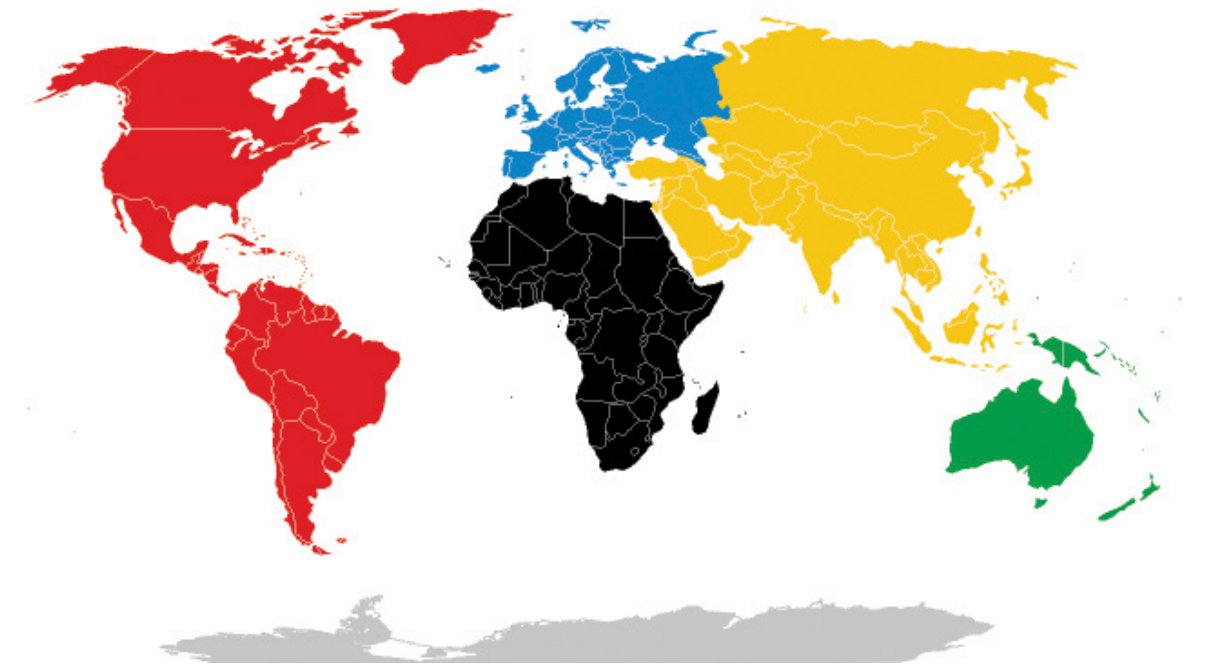
4. Taken from: ADCARA, La Convivencia en los Centros educativos. Cuento Contigo, Module 2, University of Zaragoza, 2006.

B. LEARNING TO LIVE TOGETHER THROUGH GAMES! (APPROX. 50')

The children are divided into five groups, each of which represents a continent. They can be given different items that represent those countries and cultures, which they can wear or use to be clearly identifiable.

Each group is assigned a couple of games typical of the continent they represent. The games are explained to them, and they have to play them and then to explain them to the rest of the group. ⁵

It is recommended to carry out this activity in a large space, ideally outside, for example in the school playground or in a nearby park, so that the children can easily move from one continent to the next, playing the different games.



It is important to make sure that the children take turns at explaining the games and playing them. For example, two children from one continent stay behind to explain one of their games to next group, and two other children from the same continent can explain the second game. In this way, all of them will be facilitators of the games at some point and will enjoy playing the games of other continents the rest of the time.

To conclude, a brief discussion takes place, guided by the facilitator, on the importance of all cultures and how much they bring to our own. Because, just as games from other places are fun, so do different aspects of other cultures, such as music, art or gastronomy, enrich our own.

5. Games from around the world can be found at: <http://www.parents.com/fun/games/educational/games-from-around-the-world/>

C. IT IS NOT ALWAYS EASY TO LIVE TOGETHER (APPROX. 35')

As the saying goes: 'Familiarity breeds contempt'. What does this mean?

We are going to use this saying as starting point of our next activity, even if the people taking part in it don't know what it means.

The facilitator will say: 'Where there is familiarity, there is...,' and the children can finish the sentence with whatever comes to their mind, either positive or negative.

When there is trust...

Once they have expressed what familiarity suggests to them, we will continue working on the obstacles which could appear before there is familiarity, and the difficulties which can arise from living together. The facilitator will prompt the group with different questions in order to make them think of particular examples of things that make it difficult for us to live with one another, or that may have occurred to them in school.

- We will ask the children the following questions:
- When faced with a person, for example a classmate, who is very different from me, how do I feel?
- Can I express it with a word? Curiosity? Shyness? Joy? Fear? Mistrust? Trust?

Living together is not always easy, and it implies adopting attitudes of welcome and friendship, and the willingness to listen and to learn from others.

- How can we overcome the difficulties?
- What attitudes are necessary?

The activity can conclude with a discussion on a topic such as this one: living together is always difficult, because we are all different and we each have our way of thinking and our limitations, but it is possible to build a good relationship if we look for a common ground and we make the most of other people's strengths, instead of focusing on their weaknesses. It should be clear that if our life together is going to be a success, each of us has to bring something to it and to respect the agreements that have been reached for the common good.

The facilitator will explain that at international level, the Universal Declaration of Human Rights helps countries and people to live together in peace, on the basis of equality and fraternity.⁵

Just as we have the Human Rights at international level, we can also point out certain rights and attitudes which we should keep in mind ourselves if we want our class or group to live in harmony and if we are to learn from other people. A list of rights and attitudes to better live together can be drawn up and placed in a visible place in our classroom or meeting room.

6. It is not the aim of this brochure to study Human Rights in-depth, but should there be an interest in doing so, you can watch one of the following videos:
<https://www.youtube.com/watch?v=kbul3hxYGNU>
<https://www.youtube.com/watch?v=hyVJHpiHO8I>

D. WELCOMING HANDS (APPROX. 15')

In the second outline of their hands, the children can draw themselves, with their differentiating aspects (glasses, hair colour, clothing, etc) and a big red heart in which they will inscribe one word that summarises this activity.

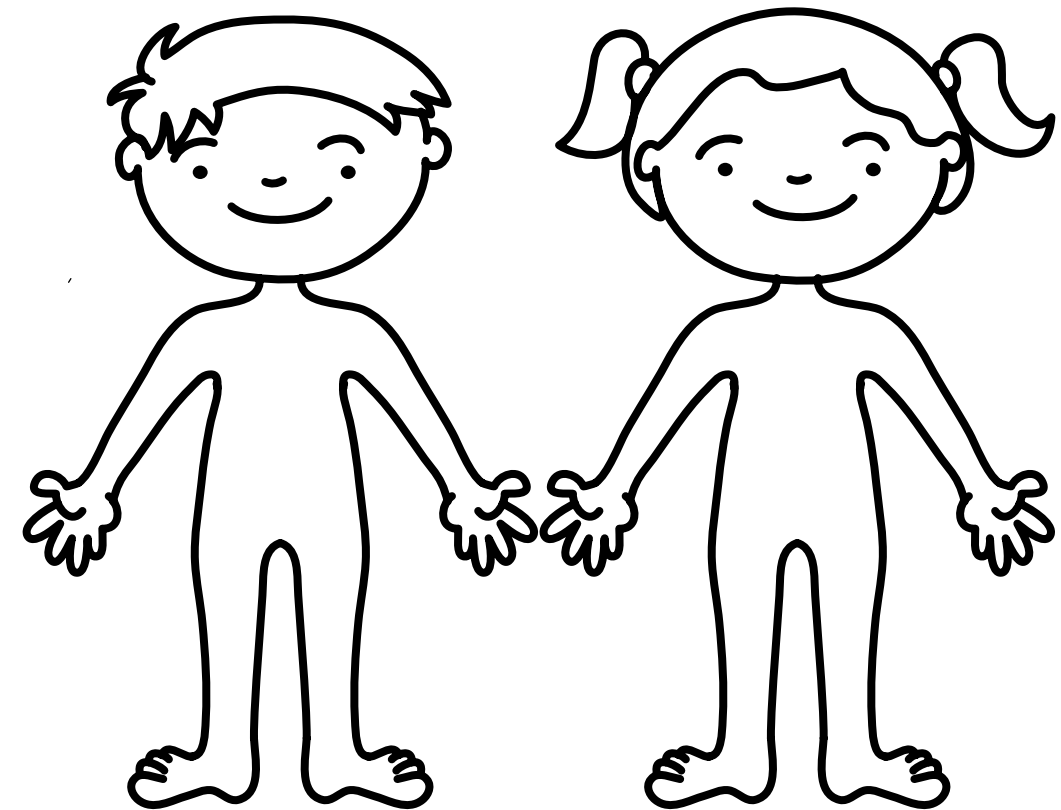
Underneath it, they will write some of the 'rights' and attitudes which they have accepted as necessary in order to overcome the difficulties of living with others.

In this way, our hospitable hands now reflect the differences and similarities with other people, and the attitudes that make it possible to live with others.



SUMMARY CARD 3:
WALKING ALONGSIDE OTHERS

CHILDREN OF THE WORLD



I draw and colour outlines of children from different places in the world. I add a big red heart to each of them (painted or cut out from a card and glued).

All of us like and dislike the same things, wherever we come from, wherever we live, whatever language we speak and whatever religion or culture we belong to.

**SUMMARY CARD 3:
WALKING ALONGSIDE OTHERS**

My heart is just like yours			
1. What colour is our heart, and the heart of all children in the world?	Blue	White	Red
2. When you fall down and hurt yourself, what happens to you?	I am happy	It hurts	I have fun
3. How do you feel when you play with your friends?	I am sad	I like it	It is boring
4. Have you ever wanted to play with a group of children who did not let you play with them? How did you feel?	I liked it	It really didn't like it	I did the same to other children
Write three things you like	1.	2.	3.
Write three things you do not like	1.	2.	3.

IT IS NOT ALWAYS EASY TO LIVE TOGETHER

Living with other people and trusting them is not always easy and it implies adopting attitudes of welcome and friendship, and a willingness to listen and to learn from others.

How can we overcome the difficulties of living together?

At a personal level:

In the group:

Rights and attitudes that will enable us to live together peacefully as a group:



**PHASE 3.
IN A HISTORY THAT UNITES US
(HUMAN MOBILITY AND ITS CAUSES)**

PRIMARY EDUCATION
[3 SESSIONS OF APPROX. 50' EACH]

OBJECTIVES:

- To learn the causes and consequences of human mobility.
- To recognize, value and commit to the rights of migrants, refugees and displaced people.

A. I MOVE, YOU MOVE... THE WORLD MOVES (APPROX. 50')

To be prepared beforehand:

For this activity, the facilitator needs to ask the children in advance to prepare and bring a story about mobility in their families, among their friends or of some famous person. They can bring pictures of the people in question and anecdotes.

A large map of the world will be necessary, for example, hanging from the wall or drawn in large sheets of paper.

Activity:

The facilitator begins with introductory thoughts, such as: each year, many animals undertake long journeys in order to find food or places where they can breed. These journeys are known as migrations. In North America, the caribou reindeer travel thousands of miles to the Arctic each spring, in order to find food when the ice melts, and return to the south in autumn when it starts getting bitterly cold. Birds travel even longer distances: the arctic tern, for example, travels all year round from its Arctic breeding grounds in the north to the Antarctic in the south, seeing two summers per year and covering a circular distance of up to 50,000 miles. In East Africa, each year, millions of gnus, zebra and other antelopes go on an 1800-mile circular journey in search for food and water, in what is known as 'the great migration'.

The facilitator asks the children if they have ever done something similar, and why. The history of humanity is the history of great movements, great migrations that have taken people from one place to another looking for new places, new experiences, new possibilities. The very first human beings appear in Africa and moved from there to populate the entire earth, and even today we are looking into the universe and trying to reach other planets.

Adapting it to the children's age, a short explanation of human mobility is given:

Human mobility is the act of moving geographically, as individuals or groups, voluntarily or pressed by external agents, and due to different causes. Among them are poverty, political persecution, discrimination on grounds of ethnic origin, religion or sexual orientation, wars and internal conflicts for the control of land and human resources, human rights abuses and violations, and inequality. But it is also due to the quest for knowledge, a curiosity to explore the unknown and/or the wish to discover the variety of places and cultures in the world.

How about us: do we know people who live in places other than where they were born?

Each member of the group, including the facilitator, tells a story about mobility, sharing anecdotes and personal experiences of their families, friends, neighbours or even famous people... While they tell the story, they can draw the route followed in the map, show photographs, write names or draw symbols

Once all the stories have been told, we look at the journeys drawn on the map, and we ask ourselves:

- How do we feel when we hear these stories and when we see this big map of human movement, with routes, journeys, broken dreams and success stories?
- What values do we discover?

The activity can end with a discussion around the following lines: we have seen that people move around the world, some come and some go. Human mobility is part of the reality in which we live and all people should be treated with the same respect, not only in their countries of origin, but also during their trip and at their destination.

Each child writes in the third outline of their hospitable hands all the names they have brought, and they can include the names of the people whose stories the others have told.

B. WE HAVE RIGHTS! (APPROX. 50')

The facilitator briefly explains the meaning of the Word 'refugee'⁷ and reads the following story, which can be adapted to the age of the group:

Panama: Julian, a young Colombian refugee, can now live without fear, in hope

Panama City, 12 November 2013.

*'Today I can say that I live in a peaceful place in the City of Panama: we lack many things, but I do not live in fear. I go to school, I take part in a drama group, my father and mother have jobs. We are refugees. My mother is now happy, she hopes that a new law in this country will allow us to a permanent residence permit here. I have friends at school and in my neighbourhood.'*⁸

This is how Julian, a 14-year-old Colombian refugee, concludes the story (collected by JRS Panama) of his journey with his family from the Colombian border to Panama City. Although not all refugee sto-

7. In order to better understand the terms 'refugee', 'migrant' or 'displaced person', the facilitator can read the explanation in Phase 4 of the Handbook for students of secondary education.

8. Testimony gathered by the Jesuit Refugee Service in Panama. The name of the child has been changed in order to guarantee his anonymity and security.

ries have such a happy ending, it still proves that for many people who are being persecuted, crossing the border is their only chance of survival, that the possibility to seek refuge and protection in other countries is still a pressing need, and that the presence of organizations such as the Jesuit Refugee Service (JRS) enables them, especially children and young people, to dream again, to tell stories, to sing and to express their dreams through theatre plays.

'I want a happy life, where there is peace and harmony'

Hello! I'm going to tell you my story, which begins in a place called Acaandí, a village in Colombia close to the border with Panama. I used to live in a farm with many animals: cows, horses and a very playful dog.

One day, some men in green arrived, I mean they were wearing green. They were many men with weapons, and they were looking for a fight. They said we should leave the farm because they needed it for their war against the army.

We had to leave the farm, which was a fun place to be, just because they told us to. And there you have to obey. If you don't, you get killed.

They told us that the only hope we had was to leave through the border, because we would be killed if we left by sea.

I want a happy life where there is peace and harmony. So my family and I had to cross the border and walk across the jungle until we reached Panama. That's how our survival story started.

On the way, my father and mother were stung by bumblebees and this gave them a temperature, so we had to stop, and that night we slept on the cold earthy ground, where we could catch many illnesses. Around midnight, the fire we had lit died out, and a big panther turned up, wanting to eat us, until my parents lit the fire again and frightened it away. That night I couldn't sleep, nor could my brothers and sisters. We were afraid, but the sun came up and we continued our way to Panama.

After hearing Julian's testimony and story, each child writes a letter expressing his or her feelings, questions, a good wish, what rights they would have liked to see respected in this case. Each child reads his or her letter out loud, and they are all pinned somewhere in the room.

The facilitator closes the activity by explaining that those who are in a situation of mobility have the same rights as others. However, sometimes they are not treated in the same way

when they are not in their places of origin, and it is more complicated that their rights are respected.

We must all work together to ensure that their rights are respected wherever they are and whatever their place of birth or origin, or their culture.

C. LET THE CHILDREN SING... (APPROX. 30')

We listen to the Spanish song 'Let the children sing', by José Luis Perales (1986), and read the translation:

https://www.youtube.com/watch?v=bQjbrBb1_B8

<p>Que canten los niños, que alcen la voz, que hagan al mundo escuchar; que unan sus voces y lleguen al sol; en ellos está la verdad. Que canten los niños que viven en paz y aquellos que sufren dolor; que canten por esos que no cantarán porque han apagado su voz...</p> <p>"Yo canto para que me dejen vivir". "Yo canto para que sonría mamá". "Yo canto por que sea el cielo azul". "Y yo para que no me ensucien el mar". "Yo canto para los que no tienen pan". "Yo canto para que respeten la flor". "Yo canto porque el mundo sea feliz". "Yo canto para no escuchar el cañón". [Repite primera parte] "Yo canto por que sea verde el jardín". "Y yo para que no me apaguen el sol". "Yo canto por el que no sabe escribir". "Y yo por el que escribe versos de amor". "Yo canto para que se escuche mi voz". "Y yo para ver si les hago pensar". "Yo canto porque quiero un mundo feliz". "Y yo por si alguien me quiere escuchar".</p> <p>[Repite primera parte hasta el final] José Luis Perales</p>	<p>Let the children sing, let them raise their voice, Let them make the world hear, Let their voices join and get to the sun; In them lies the truth.</p> <p>Let the children who live in peace sing ... and also those who suffer pain; Let them sing for those who won't sing Because they silenced their voices.</p> <p>'I sing so they may let me live.' 'I sing to make my mom smile.' 'I sing for the sky to be blue.' 'And I to stop them polluting my sea.' 'I sing for those who have no bread.' 'I sing to make the flower respected.' 'I sing for the world to be happy.' 'I sing to not hear the canon.'</p> <p>[First part repeated]</p> <p>'I sing for the garden to be green.' 'And I to not let them turn the sun off.' 'I sing for those who can't write.' 'And I for those who write love poems.' 'I sing to make my voice heard.' 'And I to see if I can make them realise.' 'I sing because I want a happy world' 'And I in case someone out there is listening.'</p> <p>[First part repeated until the end]</p> <p>José Luis Perales</p>
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Phase 3. In a history that unites us
(Human mobility and its causes)

We ask the children: what would you like to sing for?

We invite them to write it down on a mural or on a big sheet of paper, and we leave it in a visible part of the room. It can be placed next to the map with the stories of human mobility that was made in the first part activity of this phase.

D. WELCOMING HANDS (APPROX. 20')

Each person in the group will write in the third outline of their hospitable hands the names they mentioned in the story of mobility they presented to their classmates, and which caught their attention.

Next to the names of the migrant people, a sentence from the song can be written in capital letters can be written in graffiti style and completed with a personal statement:

- **I sing for...**

The third outline of our hospitable hands is therefore filled with the names of many migrants or refugees, and with our wish that their difficulties should be made known and that they can overcome them.



**SUMMARY CARD 4:
IN A HISTORY THAT UNITES US**

I MOVE, YOU MOVE, THE WORLD MOVES



Each year, many animals undertake long journeys in order to find food or places where they can breed. These journeys are known as migrations. In North America, the caribou reindeer travel thousands of miles to the Arctic each spring, in order to find food when the ice melts, and return to the south in autumn when it starts getting bitterly cold. Birds travel even longer distances: the arctic tern, for example, travels all year round from its Arctic breeding grounds in the north to the Antarctic in the south, seeing two summers per year and covering a circular distance of up to 50,000 miles. In East Africa, each year, millions of gnus, zebra and other antelopes go on an 1800-mile circular journey in search for food and water, in what it known as 'the great migration'.

How about people? Do they move between different places? Why?

The entire world moves: some people come, some people go... Human mobility is part of the world in which we live and requires for all people to be treated with the same respect in their country of origin, during their journey, and wherever their destination is.

SUMMARY CARD 4:
IN A HISTORY THAT UNITES US

RIGHTS OF MIGRANTS

I write a letter to a boy or girl who had to leave their place of origin: I tell him or her what I have learnt, what I feel, and what I wish him or her, what I hope will improve for them.



**PHASE 4.
TO THE PLACE WHERE WE ALL MEET**

PRIMARY EDUCATION
[3 SESSIONS OF APPROX. 50' EACH]

OBJECTIVES:

- To overcome prejudices, ignorance and fear, which generate mistrust, reject and discrimination, and to open up to new encounters and to hospitality.
- To agree on specific attitudes and actions that will bring us closer to migrants, refugees or displaced people, in order to make hospitality real in our context.

A. LET'S PUT AN END TO RIVALRY, MISTRUST AND FEAR. IN HOSPITALITY WE ALL HAVE A ROLE TO PLAY (APPROX. 50')

Either the facilitator or a child reads the following story out loud:

FEAR

At dawn, the king ordered his servants to open all doors and windows, and he immediately took place on the battlements in order to observe the arrival of the invaders. Impassive, he saw them reach the stairs of the palace.

But his serenity deeply disturbed the barbarians. They assumed a trap was expecting them inside. Instead of sieging the place, the chief gathered his men and ordered the retreat.

The king then told his servants: 'Never forget what you have seen: one same emotion, fear, made them run away scared, and made us stay put in our positions, creatively solving a terrible situation.'

Freely adapted from a traditional Chinese story.⁹

After the reading, the facilitator animates a group discussion through the following questions:

- What was the effect of opening all the doors? Why?
- Which situations do we fear?
 - To look like fools in front of others.
 - To be rejected by others.
 - To be humiliated.
 - To be punished or shouted at.
 - To be involved in a fight.
 - Not to win a competition.
 - Horror movies.
 - Violence and wars.
 - To step in to defend a classmate who is being beaten.

9. MPDL - Movimiento por la Paz, el Desarme y la Libertad en Andalucía, Cuentos del mundo 2. Los pueblos construyen la paz, Sevilla, 2000.

Other situations...

- Can we feel fear of a person who is different from us, of a foreigner?
- What do we understand by 'fear'?
- Do only we feel fear, or does everyone else feel it too?
- Do you think the king is brave? What does being brave mean to you?
- How would you have acted if you had been king?
- What can we do to overcome fear?
- What is the most important message of this story?

Imagine that you are the king or queen, or the president of your country, and write suggestions on what attitude should be adopted toward people from other cultures who approach us peacefully (this exercise can be carried out in small groups).

B. LET US CELEBRATE HOSPITALITY (APPROX. 50')

What is hospitality?

The children are divided into groups and asked to define the word 'hospitality' (they can look it up in the dictionary, if one is at hand). Then they must come up with their own definition of what being hospitable and welcoming is, based on experiences they might have had themselves, or others. They can write the definition on a large sheet of paper, a cardboard or a piece of fabric and decorate the classroom or another space in the school with it.

The group will prepare a party together, the party of hospitality, but before they do, let us introduce them to the guests of honour:¹⁰

- Migrants: who are they? Why do they migrate? What difficulties do they have? Why are we inviting them to our party?
- Refugees: who are they? Why do they need to seek refuge? What difficulties do they have? Why are we inviting them to our party?
- Displaced people: who are they? Why are they forced to move? What difficulties do they have? Why are we inviting them to our party?

The facilitator animates a discussion and integrates the answers to the questions in the debate, so that everyone in the group understands the different situations faced by each

10. For the facilitator: you can revise the definitions of these different terms in the handbook for students of Secondary Education, Phase 4.

of these people. The children are then asked to invite the guests to the party, either symbolically or literally, if there are migrant, displaced or refugee families in the area. It is important to be particularly attentive to those of our classmates with whom we don't really get along, or who we don't know so well, or to that shy boy we made fun of, once. The idea is to generate a climate where everyone feels welcome, of mutual acceptance and trust which will illustrate how wonderful hospitality is.

Together, we prepare a mural of our party, with decorations and colours, drawing all the people who will be attending. We place it in a visible place in the room, we put some music on and share a festive moment.

We listen to and sing together Paul McCartney's Ebony and Ivory.
<https://www.youtube.com/watch?v=V2dhUSQh-2E>

*Ebony and ivory live together in perfect harmony
 Side by side on my piano keyboard, oh Lord, why don't we?*

*We all know that people are the same where ever we go
 There is good and bad in ev'ryone,
 We learn to live, we learn to give
 Each other what we need to survive together alive.*

*Ebony and ivory live together in perfect harmony
 Side by side on my piano keyboard, oh lord why don't we?*

*Ebony, ivory living in perfect harmony
 Ebony, ivory, ooh*

*We all know that people are the same where ever we go
 There is good and bad in ev'ryone,
 We learn to live, we learn to give
 Each other what we need to survive together alive.*

*Ebony and ivory live together in perfect harmony
 Side by side on my piano keyboard, oh lord why don't we?*

Ebony, ivory living in perfect harmony (repeat and fade)

C. LET'S STAY ACTIVE (APPROX. 30')

Groups of 3 or 4 children are formed. Each group thinks of a simple action that they can carry out in their immediate context (class, school, family, neighbourhood, village, etc) to extend their welcoming attitude. For example, to reduce prejudices, show respect for migrants or refugees and support them in certain difficulties they may have, sharing something with them... Each group nominates a speaker to present their idea, and when they have all been presented, one or two actions are selected. Everyone takes part in deciding what steps are necessary to carry them out and who will have to do what, when and where.

We give an example of solidarity with refugees in France, where the Jesuit Refugee Service has organized a network of local families who welcome refugees in their homes for some time: the Welcome Project.

<https://www.youtube.com/watch?v=mLPVh3soO6Q> (4'08")

This illustrates how important it is to open our doors to foreigners, and to treat them with kindness and respect.

In other countries, people have protested in the streets against their government's harsh measures against refugees and asylum seekers, for example, the "Refugees welcome" campaign in Germany: it organises protests in different cities and acts as go-between between refugees or asylum seekers in difficult situations and local inhabitants who have rooms available in their homes.

D. WELCOMING HANDS (APPROX. 20')



In the fourth outline of our hands, we write down the action the group selected, and once it has been carried out, we will write here the result, what we liked about it, and what the experience meant to us: how did we feel? What did we learn?

So we have reached hospitality at the end of the journey, and our hospitable hands now reflect what we have felt and learnt in the four phases, our commitment to people in a situation of human mobility, and what the word hospitality means. And especially, we have registered here all the actions we can undertake to turn hospitality into a reality in our immediate circle.

SUMMARY CARD 5:
TO THE PLACE WHERE WE ALL MEET

FEAR

At dawn, the king ordered his servants to open all doors and windows, and he immediately took place on the battlements in order to observe the arrival of the invaders. Impassive, he saw them reach the stairs of the palace.

But his serenity deeply disturbed the barbarians. They assumed a trap was expecting them inside. Instead of sieging the place, the chief gathered his men and ordered the retreat.

The king then told his servants: 'Never forget what you have seen: one same emotion, fear, made them run away scared, and made us stay put in our positions, creatively solving a terrible situation.'

11

Freely adapted from a traditional Chinese story.

- What was the effect of opening all the doors?
- Why?
- Which situations do we fear?
- Can we feel fear of a person who is different from us, of a foreigner?
- What do we understand by 'fear'?
- Do only we feel fear, or does everyone else feel it too?
- Do you think the king is brave? What does being brave mean to you?
- How would you have acted if you had been king?
- What can we do to overcome fear?
- What is the most important message of this story?
- Imagine that you are the king or queen, or the president of your country, and write suggestions on what attitude should be adopted toward people from other cultures who approach us peacefully (this exercise can be carried out in small groups).

11. MPDL - Movimiento por la Paz, el Desarme y la Libertad en Andalucía, Cuentos del mundo 2. Los pueblos construyen la paz, Sevilla, 2000.

SUMMARY CARD 5:
TO THE PLACE WHERE WE ALL MEET

LET US CELEBRATE HOSPITALITY!

Listen to Paul McCartney's song 'Ebony and Ivory'.

<https://www.youtube.com/watch?v=V2dhUSQh-2E>

What is hospitality?

I explain it in my own words and I draw it.

Actions we are going to carry out

For whom?

How?

With whom?

When?

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HOSPITALITY