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Programme for Egyptian and
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Blended Learning



FREDERICK UNIVERSITY

Learning Design-Design for Learning The CARE Methodology

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LEARNING DESIGN: CLARIFYING THE CONCEPT

- Learning Design (LD) or design for learning (DL) is a process of constructing student-driven learning activities enabled by certain pedagogies, resources and ICT tools aimed at achieving particular educational aims and objectives related to Education for Sustainability.

Student-driven activities imply:



- Learners take initiatives for their own learning and the instructor functions as a coach and mentor
- Learning activities focus on real world issues
- Learning activities are context-specific in which learning is relevant
- Focus on problem posing questions for solving real-world problems
- Evaluation is based on critical self-reflection



The Structure of a Learning Design

- Learning designers applying the CARE methodology should follow-up the structure described in the slide referring to “Framing the student-driven learning activity in the concerned CARE phase”.



The CARE Learning Design Framework

- The CARE learning design framework involves four processes that work interactively, starting from conceptualisation of a learning intervention through activating learning processes to critical reflection and student engagement.
- In practice, notions of activation, reflection and engagement are found along all the processes and re-conceptualisation can be part of all.



The CARE Components (Makrakis & Kostoulas-Makrakis, forthcoming):

- **C**onceptualise
- **A**ctivate
- **R**eflect
- **E**ngage

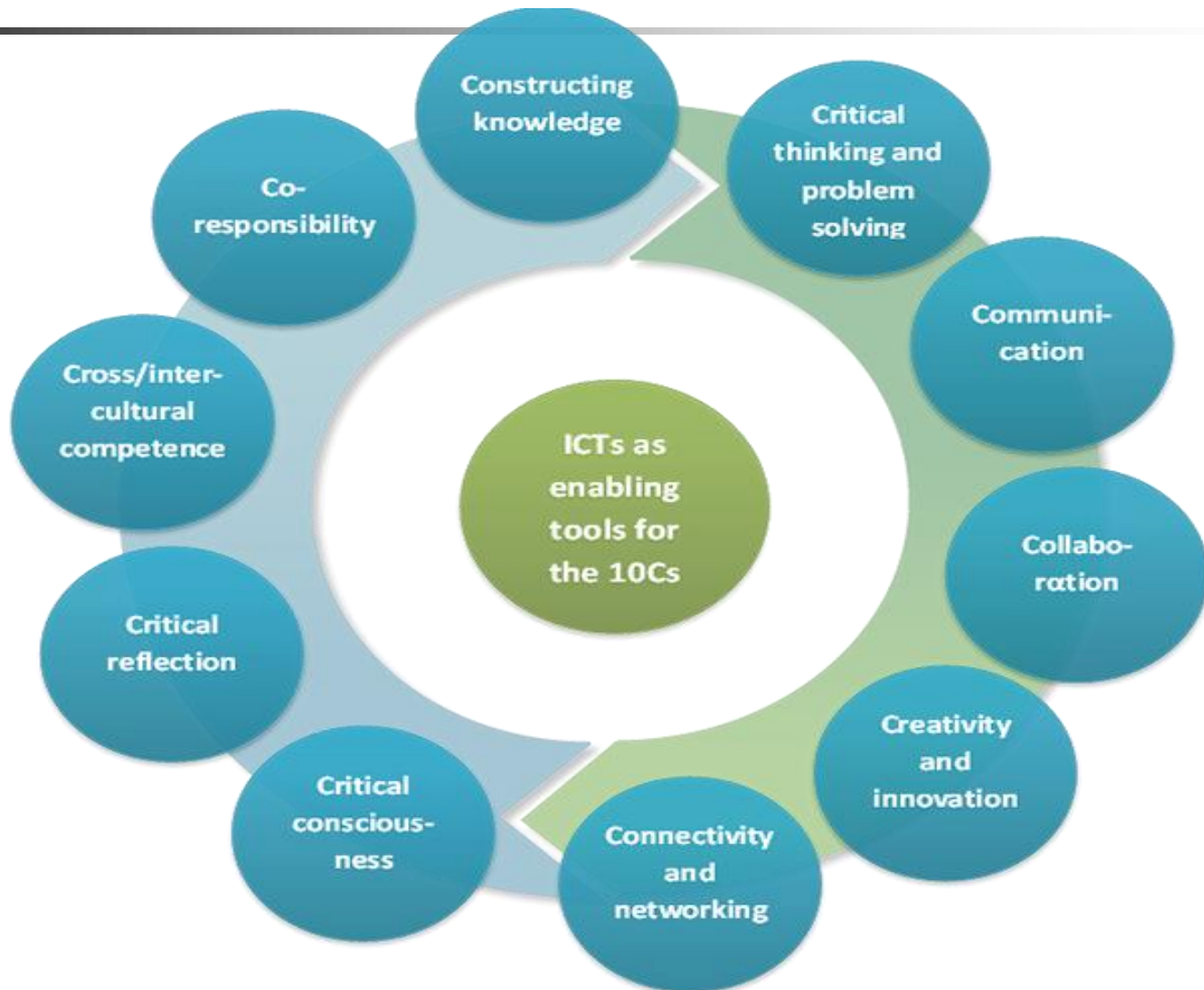


CONCEPTUALISE

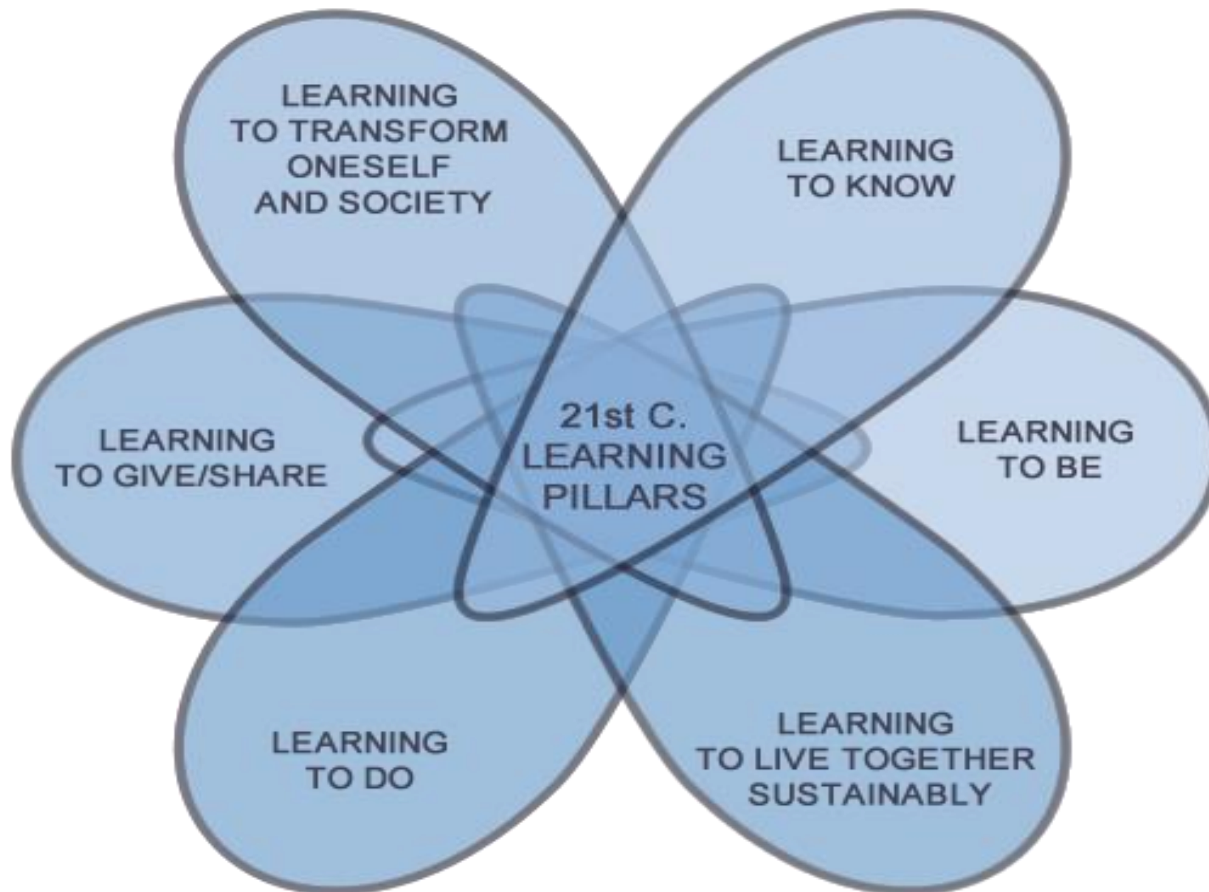
The stage of conceptualisation enables the teacher/designer to:

1. involve learners in the process of creating the learning activity;
2. the learning activity will be connected with more than one school subject (inter-cross-disciplinary);
3. infuse the 10Cs, the 6 pillars of learning, the 17 SDGs and Sustainability Justice;
4. define learning objectives, key concepts, subject areas, time required, materials/resources and alignment with national curriculum standards.

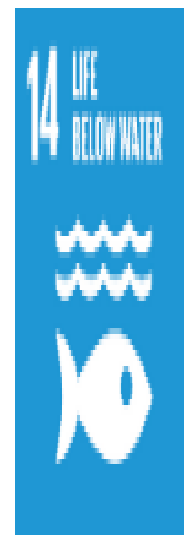
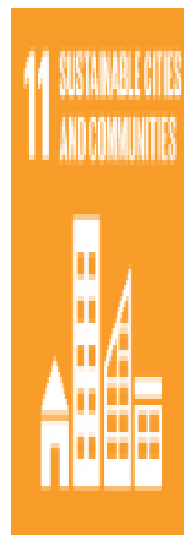
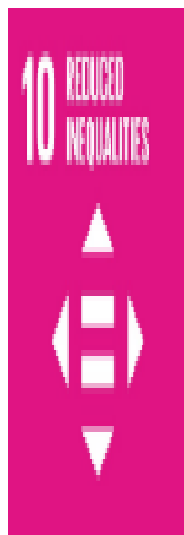
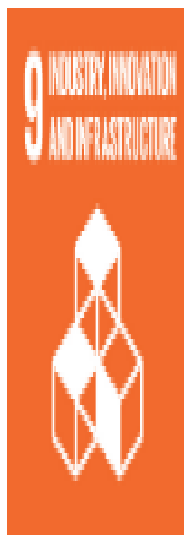
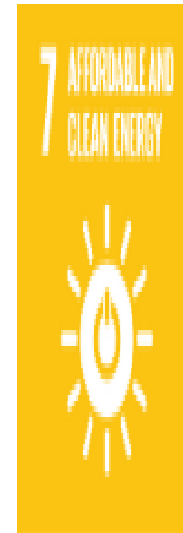
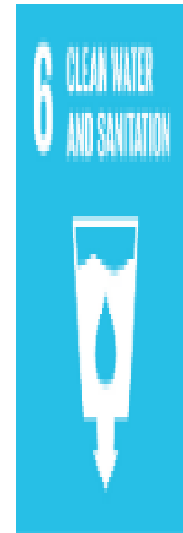
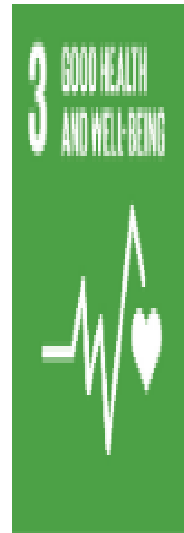
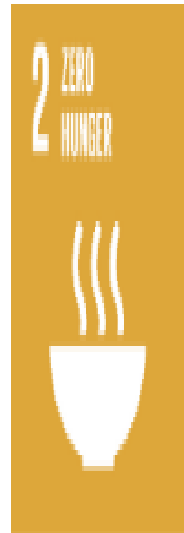
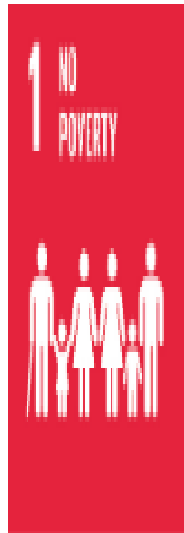
The 10Cs Model



The 6 Pillars of Learning



Sustainable Development Goals





Sustainability Justice

- Environmental Justice
- Social Justice
- Economic Justice
- Cultural Justice



Questions to be asked and deal with at the conceptualisation level

- What is the core theme or topic and how is it related to 17 SDGs?
- Which of the 10Cs, the 6 pillars and sustainability justice will be integrated into the theme?
- What are the learning outcomes or what learners should be able to do after the implementation of the learning activity?
- What pedagogical approaches will be used?
- What guidance and support will be provided?
- What learning materials and ICT resources are necessary for engaging learners with Education for Sustainability enabled by ICTs?



Framing the student-driven learning activity at the conceptualization level

- Title of the learning activity theme in the context of an SDG and target learner group(s)
- List the 10Cs, 6 pillars and dimension(s) of sustainability justice supported
- List the subject areas integrated
- List the learning outcomes
- List key concepts
- Define the time-required
- List the materials/preparation needed
- Identify the alignment with the national curriculum for each subject area integrated



ACTIVATE

- While conceptualisation identifies the key elements of learning design or design for learning, activation denotes a shift to operationalisation process, defined as a process from the design to concrete EfS learning activities' development.
- In fact, activation starts at the conceptualisation level in terms of building the profile of the target learners, and activate their prior knowledge through the use of engaging strategies enabled by ICTs focusing on deep EfS.
- It also involves providing opportunities for learners to meaningfully dialogue, reflect and engage before, during and after learning intervention.



Questions to be asked and deal with the activation process

- What Open Educational Resources are going to be used and what other resources need to be developed?
- What is the nature of the learning intervention the learners will engage with?
- What kinds of learning activities will the learners engage with?
- What types of communication will the learners be using?
- What types of collaboration will learners be doing?



Organising activities

- The following organiser provides a good start that is connected with the most key functions of instructor and learners and the supporting ICT tools, especially Web 2.
- Among the key strategies for activation are: concept mapping enabled by ICTs, think-pair-share, anticipation guides, log journals, virtual field trips, carousel brainstorming, diaries, infographics, peer-teaching/reviewing, role-playing, gamification.

Provide short but clear information of the learning design processes you are going to use in your project in terms of activities, teacher's and learner's function, the ICT tool to be used for supporting the learning design processes as well as the ExConTra processes (experiencing, reflection, conceptualization, construction, acting and transforming) integrated into each learning design process.

Learning Design Processes	Suggested activities	What the teacher does?	What the learner does?	What ICT tools do?	<u>ExConTra</u> Learning Processes
<u>Conceptualisation</u>					
Activation (Learning Tasks)					
Reflective Feedback					
Engagement					



Framing student-driven learning activity at the activation level

A. Each theme could be divided into more than one activity (e.g. Activity 1, 2, 3, etc.). All the key activities and their steps (Step 1.1, 1.2, 1.3, etc.) should constitute a whole and not an end by themselves.

- List your procedures or steps for each key student-led activity in the order that make sense.

B. As you list each procedure step, you should use the following checklist to check for completeness:

- 1. What do my learners already know that will help them meet the desired learning outcomes or objectives?
- 2. Are the activities and their steps help learners meet the expected learning outcomes?
- 3. Does the content across all activities reflect the ExConTra learning model, 10Cs, the 6 pillars, the SDG focusing and sustainability justice?

REFLECT

- Learners and instructors need the opportunity to reflect on their personal theories and habits of mind. Gibbs' reflective learning cycle consists of the following six stages of reflection following-up by Shon model of reflection in action and on action:



Reflection in action (at the time the event is happening)

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

Reflection on action (after the event)

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions



Four processes of reflection

- Reflection-before-action (Taking place before activation)
- Reflection-during-action (Taking place during activation)
- Reflection-after-action (Taking place when the learning activities have been carried out)
- Reflection-beyond-action (Thinking about future actions related to the incurred learning activities).



Questions include:

Integrating the four-types of reflection into the Conceptualisation, Activation and Engagement processes, besides the questions raised in the Gibbs's model, consider also the following:

- Are the learning activities include reflection as part of the assessment strategies?
- Are the learners actively encouraged to reflect at key points and procedure steps along all CARE phases?
- Is there provision for reflecting on the strengths and weaknesses of the learning activities as well as possible interventions for improvement during and after the implementation of the activities?

It is stressed that the four chronological types of reflection represent diagnostic, formative, summative and prospective assessment.



Framing student-led activities at the reflection level

- Provide reflective thinking worksheets that prompt learners to think about what they knew, what they learned, and what they need to know as they progress through the CARE processes.
- There are specific strategies and tools that can assist learners in engaging in reflection, including: Logs and journals, concepts maps, service learning, discussion forums, 3self-reflect (actual, ideal, ought), empathy mapping worksheets, etc.



ENGAGE

Engagement is to put the learner in charge of his/her own learning. Involving learners in activities that activate them to get engaged by reflecting upon their own EfS learning enable by ICTs means:

- Merging theory with praxis for building a sustainability-just society.
- Cutting across all the CARE processes focusing on human agency, active citizenship and curriculum as a living organism.
- Providing learners with a sense of agency with respect to the activities.



Questions to deal with engagement

- What are the process skills that learners need to possess for engaged learning?
- What are the appropriate ICT tools to use so as to foster learners' learning?
- How do you plan to evaluate the processes and products of learners' learning?



Strategies for engagement

- Use warming-up strategies and activities to encourage learners' engagement.
- Reflective questions provide a good means for engaging learners actively across all learning processes.
- Do students participate in the activity? Do they discuss with peers (Behavioral engagement)?
- Do students perceive that the activities make sense or have meaning to them? (Emotional/cognitive engagement).



Continue

- Pose challenging questions that provoke students' curiosity
- Encourage students to get involved with controversies, arguments, and intellectual disagreements. Invite students into the controversy.
- Web 2 and social media (Podcasts and videos) virtual field trips, infographics, interactive whiteboard, educational games can be considered.
- Giving students more opportunities to make selections and decisions about their learning.



Framing student-driven learning activities at the level of engagement

- **Behaviorally engaged** learners are motivated to adhere to the rules, values, norms and actions associated with learning to give and share as well as learning to do.
- **Emotionally engaged** learners are motivated to learning to live together sustainably.
- **Cognitively engaged learners** are motivated to learning to know and learning to be.
- **Reflectively engaged** learners are motivated to learn to reflect on own values.
- **Transformationally engaged** learners are motivated to learning to transform oneself and society.



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FREDERICK UNIVERSITY

WORLD DAY OF REFUGEES

JUNE 20th

(SDG10)

Developed by:

Nelly Kostoulas (University of Crete) and

Vassilis Makrakis (Frederick University)

DRAFT NOT TO BE SHARED

To celebrate the World Refugee Day on 20th June, the theme entitled “Refugees Crossing the Aegean: Learning from History” has been developed adopting the CARE learning design methodology. This event honors both those who are displaced from their homeland and those who altruistically act to help them.

Lesvos has received an enormous number of people attempting to make the crossing—more than 600,000 from Turkey alone in 2015, which has turned its coastline into a humanitarian crisis zone. The residents, local and international NGOs and volunteers have joined hands to care for arrivals as best they can under many pressures. For many locals, the situation recalls the arrival of thousands of Greek refugees displaced from Asia Minor in 1922.

The learning design scenario constitutes of the following four parts:

Part 1: The Journey of Hope and Death

Part 2: The Moria Refugee Camp in Lesvos Island

Part 3: Connecting Past, Present and Future

Part 4: Simple actions can make a difference

Learning objectives

It is worth pointing out that learning objectives will be emerging and refined along with the development of the learning activities. The overriding learning objectives for this theme are the following:

1. Explore the issue of displacement through history
2. Raise awareness and develop empathy for refugees
3. Develop transversal skills, issues of sustainability justice and the six pillars of 21st c. learning

Suggested age range: 11–15 years old

Subjects: History; Geography; Civics; Languages

Curriculum Standards: (TBC)

10Cs to be developed: (Communication, Collaboration, Creativity, Critical Thinking, Critical Consciousness, Cross-cultural Understanding, Construction of knowledge, Critical Reflection, Connectivity, Co-responsibility)

Sustainability Justice (Social justice and cultural justice)

Learning pillars to be developed: (Learning to be; Learning to know; Learning to do; Learning to live together; Learning to transform oneself and society and Learning to give/share)

Resources

The content of this lesson celebrating the World Day of Refugees is primarily based on Open Education Resources, mostly in digital form. A key resource also comes from the socio-cultural capital of learners.

Warming-up Before You Begin

- Start from the global and then move to the local by telling learners that in recent years, close to 100 million people worldwide are displaced from their homes because of wars, persecution, climate change and severe economic difficulties.
- Ask learners in your class to fill out the following K.W.H.L. chart (Know; Want; How; Learned). Start with the “K”, “W” and “H” columns (save the “L” column for the end of each of each activity).
- Have students watch the video clip “An Overview of the Refugee Crisis” (<https://www.facinghistory.org/resource-library/video/overview-refugee-crisis>) and ask them to take notes as they watch the video.

- Ask learners to use Google Map and visit the Zaatari Refugee Camp in Jordan, near the Syrian border, where more than 80,000 Syrian people live there. According to the UN, 4.9 million people have been displaced outside Syria since its civil war in 2011.

Reflections

Based on the notes learners have written down, initiate a discussion with the following prompting questions:

- WHO is a refugee?
- Why do refugees leave their own country?
- What is life like in a refugee camp?
- What is it like to be a newly settled refugee in a new country?
- Why do you think this current situation is considered a crisis?
- Why should local/world leaders care?
- Why should individuals care?

At the end, ask learners to complete the “L” column of their K-W-H-L chart (“What did you Learn at this point?”). Finally, in pairs or groups, have students compare what they wanted to learn and what they have learned, identifying if there are remaining things to learn.

Activity Part 1: The Journey of Hope and Death

In this activity, learners will start thinking about the refugees' journey from the Turkish shores to the island of Lesbos. A journey with full of hopes but with a risk that some or all could not reach the end. They are in the hands of traffickers without any sense of human caring, dignity and safety. The Essentials questions are:

- What does it mean to put yourself in someone else's shoes?
- What kinds of behaviors show that you understand someone's feelings?

The overriding learning objectives of this activity are the following:

1. Recognise the similarities and differences of empathy and sympathy
2. Understand the other's situation from their point of view
3. Communicate that understanding back to the other person
4. Critically reflect on own feelings, values, knowledge and actions
5. Develop emotional intelligence and empathy
6. Recognise own and others' stereotypical and prejudicial attitudes

Procedural steps:

Step 1.

Ask learners in your class to fill out the following K.W.H.L. chart (Know; Want; How; Learned). Start with the “K”, “W” and “H” columns (save the “L” column for the end of each of each activity).

Step 2

Invite learners as a start in this part of activities to watch the journey of a refugee from his homeland to the Greek islands. <https://www.youtube.com/watch?v=hpEdhE8sOk0> Ask learners to discuss the issue of human trafficking and exploitation.

Step 3

Show the video of a refugee’s journey to Lesbos.

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

Ask learners to write words, phrases or questions that come to mind while watching the video in their diaries/journals.

Step 4

For primary school learners, start with the video-clip “How far is 4.1 miles?”

<http://www.pbs.org/pov/4point1miles/video-4point1miles-classroom-clip-behind-the-lens-how-far-is-4-1-miles/> Show Dafni’s short video explaining the reasons why she made the 4.1 film.

<http://www.pbs.org/pov/4point1miles/video-4point1miles-classroom-clip-behind-the-lens-why-did-you-make-4-1-miles/>

Ask learners to continue writing words, phrases or questions that come to mind while watching the video.

Step 5

Lastly, show the 4.1 trailer to experience the rescue of refugees.

<http://www.pbs.org/pov/4point1miles/video-4point1miles-trailer/>

Lead a group discussion, giving learners time to share their ideas/questions and post them on the board as a mind-map. Based on what learners identified, follow-up the discussion with questions such as:

- What were the motives behind Dafni's mind to make the film 4.1 miles?
- What do you know about refugees' treatment?
- Would you act as Captain Papadopoulos and his crew? Why?
- What were the motives behind Captain's and his crew?
- Why should we care about refugees?

Ask learners to develop a chart comparing empathy versus [sympathy](#) and give at least [two examples in each](#) and discuss.

Step 6

For secondary school learners, show the full film **4.1 Miles** that follows Kyriakos Papadopoulos, the Greek coast guard captain local coast stationed off the Greek island of Lesvos. <https://www.youtube.com/watch?v=hjn5B2GCvc>

After watching the film *4.1 Miles*, besides the above questions, initiate also a Fishbowl discussion, where learners seated inside the “fishbowl” actively participate in a discussion by asking questions and sharing their opinions, while learners standing outside listen carefully to the ideas presented. Learning to listen and listen to learn can also be supplemented through this discussion. The prompting question for this discussion would be: What should be our personal and collective responsibilities to the refugee crisis? What are some arguments for and against in terms of responsibilities? What are the risks and benefits associated with each argument? How do you think the residents of Lesvos would react to the newly arrived refugees? Why?

- What prompted the refugees to flee their homelands?
- Why are hundreds of refugee boats heading to the small Greek island of Lesbos rather than the mainland of Greece?
- What challenges does that present for the people of Lesbos?
- Would we act as he does, to save the life of stranger? Or would we turn away?"
- How do you think your community would respond to a similar situation like in Lesbos?
- How should your own country respond to the refugee crisis?

At the end, ask learners to complete the “L” column of their K-W-H-L chart (“What did you **learn** at this point?”). Finally, in pairs or groups, have students compare what they wanted to learn and what they have learned, identifying if there are remaining things to learn. Consider incorporating the columns referring to Actions and Questions. A (Learners merge knowledge acquired with action by brainstorm a list of actions they could take, that eventually contributes in developing active citizenship). Q (what questions still remain unanswered or could be raised, which could be taken at a later stage in the curriculum extension, turning learning a holistic and lifelong process).

Note to the teacher:

- What prompted the refugees to flee their homelands?
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Note to the teacher:

Activity Part 2: The Moria Refugee Camp in Lesvos Island

This activity follows-up the previous one, exploring life in the refugee camp of Moria that most of the refugee people live there.

The overriding learning objectives for this activity are:

- Understand that human rights belong to everybody
- Understand what discrimination means
- Identify negative and discriminatory behaviour
- Appreciate the benefits of diversity and celebrate difference
- Advocate for equality and human rights

Procedural steps:

Step 1

Ask learners in your class to fill out the following K.W.H.L.chart (Know; Want; How; Learned). Start with the “K”, “W” and “H” columns (save the “L” column for the end of each of each activity).

Step 2

Show the video-clip “Life inside Moria” that depicts the problems facing the residents in this refugee camp. <https://www.youtube.com/watch?v=Ps6lqEzqvQk>

Ask learners to take notes while watching the video-clip and after pose the following questions:

- What was happening in this video?
- How did you feel watching the video?
- What challenges have the people living inside the camp of Moria?
- How did these problems originated and who is responsible?
- How have these challenges and problems affected you?

Step 3

Introduce learners to the idea of “push” and “pull” factors that might explain life inside the Moria refugee camp. Push and pull factors mean what will pull people towards a better place for living (the more positive factors); or what will push people away from the Moria refugee camps (the negative factors). Ask learners to identify reasons beyond living conditions for pushing them away from the refugee camp.

Step 4

Combine the above strategy with the Think, Pair, Share strategy, by asking learners to write and discuss their push and pull factors with a partner before sharing them with the whole class. More specifically, have learners reflect on a given question or write a response in their journals (Think). Have learners pair up and share their responses (Pair). Then, ask pairs to share their standpoints to the whole class (Share).

Step 5

Relate all the pushing factors with the dreams of refugees. Encourage learners to focus on what refugees are hoping for in their new life and discuss the drivers and barriers to fulfill their hopes and dreams.

Relate all the pushing factors with the dreams of refugees. Encourage learners to focus on what refugees are hoping for in their new life and discuss the drivers and barriers to fulfill their hopes and dreams.

Ask learners to think also their own dreams- what they would like to do in life, where they would like to be, what they would like to achieve, etc. and discuss if they think that refugee children also deserve to have similar dreams.

Show the [film “Dreams”](#) (03:43 mins),

https://www.youtube.com/watch?v=oct1fpLJl0&list=PL_ea5GGKK3gA3NYmKuMHTLSj1soEhbE0a which shares some of the dreams of young refugees or asylum seekers arriving in the UK. Use the following prompts (and notes) to lead a brief dialogue with learners:

- How were the dreams you saw in the film similar to those you shared?
- Were the dreams different in any way?
- How did watching the film make you feel?
- How might it feel if these factors hindered you following your dreams?
- What could you do to help support refugees/asylum seekers to achieve their hopes and dreams – to help remove the barriers?

Reflection questions

After the discussion, give learners the opportunity to reflect on the following questions in their journals and/or through a class discussion:

- What did you learn from this activity?
- How did your ideas about the topic change during this activity, if at all?
- Explain what caused your ideas to change or why you think your ideas did not change.
- How does life in the refugee camp of Moria shaped the way you see the world?

Draw on particular examples from this activity when answering these questions.

At the end, ask learners to complete the “L” column of their K-W-H-L chart (“What did you Learn at this point?”). Finally, in pairs or groups, have students compare what they wanted to learn and what they have learned, identifying if there are remaining things to learn.

Consider incorporating the columns referring to Actions and Questions. A (List of actions that could be taken). Q (Questions that still remain unanswered or could be raised for further use).

Activity Part 3: Connecting Past, Present and Future

Looking back at history it cannot only inform our decisions today and future but also show that humanity shares similar problems across different historical times and contexts. This activity uses some short films to help learners understand that the refugee crisis is not a new phenomenon and that people both, in the island of Lesbos and elsewhere have been accepting massively refugees in the past.

The challenging and essential questions to be asked in this activity are:

1. How has history affected the way some individuals are responding to the refugee crisis today?
2. Why might it be helpful to focus on similarities and shared human experiences rather than differences? What can we learn from doing this?
3. What would you like to ask the different generations experiencing displacement and

4. How does the voyage to Lesbos in 1922 relate to the present voyage of Syrians and other displaced people elsewhere? What are the similarities and differences?

The overriding learning objectives for this activity are:

1. Recognise that that displacement is nothing new
2. Understand the shared humanity and commonality

Procedural steps:

Step 1

Ask learners in your class to fill out the following K.W.H.L.chart (Know; Want; How; Learned). Start with the “K”, “W” and “H” columns (save the “L” column for the end of each of each activity).

Step 2

Introduce learners to the idea that although the context for why people have been forced to move may be different today from in the past, the experience of displacement – the hopes and fears – are very similar. Show learners the short film developed by UNICEF (<https://www.youtube.com/watch?v=utM6uFb8VNw>) that shares the stories of Harry (a former child refugee from WWII) and Ahmed (who fled the Syrian civil war) and follow-up with two video-clips going back to the catastrophe of Izmir in 1922 and Minor Asia, that caused the displacement of hundreds of thousands Greeks to flee in the neighboring Greek islands, including Lesbos.

<https://www.youtube.com/watch?v=O5jG5-JJKN4>

https://www.youtube.com/watch?v=IM6_7EKTkWM Ask learners to take notes in their diaries/journals while watching these videos.

Discuss the content of all the videos and the important messages that they convey using the following prompts: What did the older and younger people have in common?

Step 3

Give learners in small groups the following pair of pictures and ask them to:

Describe what they can see and what is happening in the photos; What clothes are they wearing; Do they look happy, sad, angry, bored, tired?; How does the photo make you feel? Would you like to be there? Why/Why not?

Compare and contrast the photos by giving a brief description of the two pairs of photos (action, location), writing what the pictures have in common and different and justify their comments.

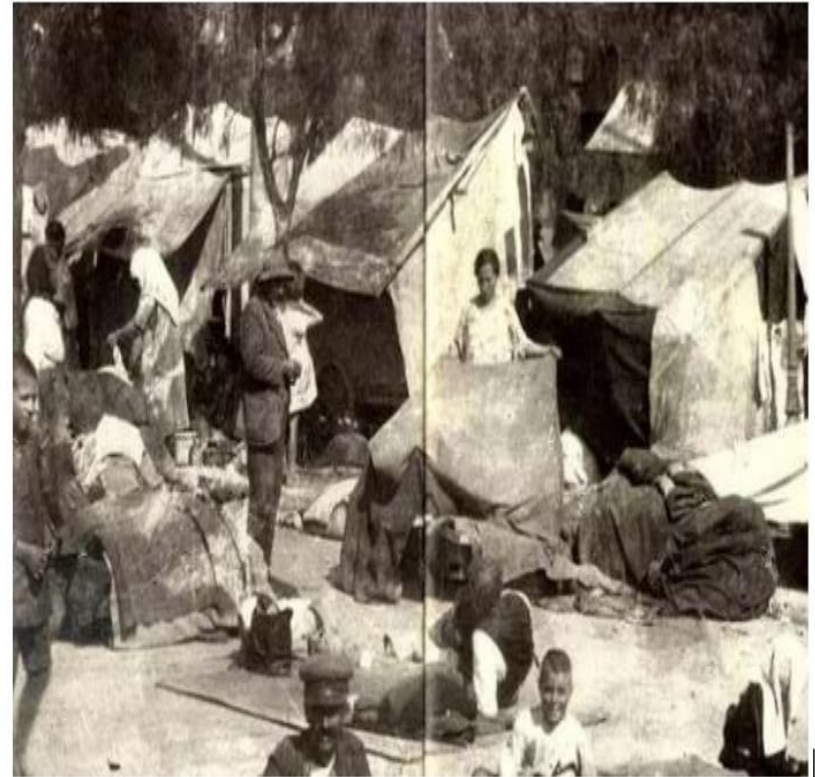
Speculate about the situation and the feelings, thoughts, fears, hopes of the main actors in the pictures.

React for what they are seeing, expressing their own feelings, thoughts, fears and hopes.

The Present and Past: 100 years



Lesvos, 2019



1922

Lesvos



Minor Asia, 1914



Lesvos, 2019

Step 4

Give this text to learners and ask them to take a position and express their feelings about the message it conveys. “Today's parents, who exclude refugee children from schools, are grandchildren and grandchildren of people who have come to these places, uprooted from their homelands and homes”. Initiate a class discussion with prompting questions such as: Did you expect such a behavior? Justify your answer. What would you like to tell them? What might their ancestors would say to them? How might they feel? Would they also be acting the same?

Step 5

At the end, ask learners to complete the “L” column of their K-W-H-L chart (“What did you Learn at this point?”). Finally, in pairs or groups, have students compare what they wanted to learn and what they have learned, identifying if there are remaining things to learn.

Consider incorporating the columns referring to Actions and Questions. A (List of actions that could be taken for engaging learners). Q (Questions that still remain unanswered or could be raised in other circumstances).

Activity Part 4: Simple acts make a difference

This final activity, wraps- up all the previous ones in an attempt to merge constructed knowledge, critical consciousness developed and active engagement towards making a difference, that is change.

The overriding learning objectives for this activity are:

1. Reflect on what they have learned about refugees
2. Debate on rights and responsibilities
3. Exhibit changes in feelings, attitudes, perceptions and behaviours

Procedural steps

Step 1

Ask learners in your class to fill out the following K.W.H.L.chart (Know; Want; How; Learned). Start with the “K”, “W” and “H” columns (save the “L” column for the end of each of each activity).

Step 2

Invite learners to watch this short video-clip, focusing on a family restaurant initiative nearby the Moria refugee camp in Lesvos. Ask learners to write down their feeling about this initiative and decode the messages conveyed through the video.

<https://www.facebook.com/ajplusenglish/videos/greek-couple-welcomes-refugees-home/1120396604768512/>

Step 3

Show these two short films focusing on refugee personal testimonies from the Tilos Experiment. Ask learners to discuss the Tilos Experiment and the lessons learned.

<https://www.youtube.com/watch?v=jGd9sPVRpOQ>

<https://www.youtube.com/watch?v=pwa9KPxbZWQ>

Step 4

Invite learners to watch a short film about another initiative from a family in the island of Samos, nearby Lesvos. <https://www.youtube.com/watch?v=n3SycAtnUxQ>

Ask learners to share how they felt about these films, using the following prompts: What was the moment that stood out for you and why? How did watching these films make you feel?

Step 5

Invite learners to merge cognition (Head) that is what they have learned with what they have felt (Heart) and translate both into action (Hand). This is the 3Hs strategy, which can be facilitated by the following graphic organizer. Ask learners to work in small groups to prepare a short plan aiming to help refugees and migrants in their schools and communities. The three columns of the Table could help them think about and record their ideas. Among the things needed could be compassion, solidarity, emotional support, food, nutrition, shelter, clothing, health care, educational support. Once the learners have completed this task, ask the small groups to exchange their plan with a neighboring group for comments. At the end, a refined table that represents the whole class will be developed that needs to be realised

List things needed	Justify why they are needed	Actions to be taken

Final reflections

After the discussion, give learners the opportunity to reflect on the following questions taking into consideration their journals and all previous activities:

- What did you finally learn from all these activities?
- Did anything change on your own personality and the way you see the world? List the key changes you have experienced.
- Explain what caused your ideas to change or why you think your ideas did not change.

At the end, ask learners to complete the “L” column of their K-W-H-L chart (“What did you Learn at this point?”). Finally, in pairs or groups, have students compare what they wanted to learn and what they have learned, identifying if there are remaining things to learn.

Consider incorporating the columns referring to Actions and Questions. A (List of actions they could be taken). Q (Questions that still remain unanswered or could be raised).