

Learning Scenario

Escape and arrival, nonlinear biographies and hope

BASIC EDUCATION

6-10 PARTICIPANTS

2 – 4 HOURS

YOUNG REFUGEES

between 15 and 25,
German level of **A2** recommended

ALL SETTINGS POSSIBLE

mostly used in formal settings

Important: learners and teacher need to have a confidential relationship because the topic can trigger hurtful memories

OBJECTIVES:

- To be able to understand a spoken story that is relatable to their own experiences
- To talk about their own experiences afterwards
- To express own hopes and dreams
- To show learners that nonlinear biographies are normal

PURPOSE

Language
Acquisition



LOCATION

Indoor in a classroom
(if possible, no tables but a chair circle)
Outdoor if everybody can
sit comfortably in a circle

STORY

She is like a mother to me

MATERIAL

- some props to enter a different role are welcome (e.g. cap, glasses, jersey)
- paper and pen and/or a whiteboard

Learning Scenario

Escape and arrival, nonlinear biographies and hope

DESCRIPTION

1. The teacher tells the story out of a first-person perspective, therefore the teacher has to make clear beforehand that s*he is in a different role for the story (props like a baseball cap or a football jersey can help to achieve that impression)
2. To involve the learners more in the story, gestures or/and sounds should be included (e.g. sounds for goats and sheep, gestures for working hard on a construction site or for playing football)
3. After the story, the learners are asked to write down important words/elements that they have understood; first alone, then compare and complete them in pairs and in a third step complete them in the whole group with the teachers' help
4. Reconstruct together Sardar's (the boy in the story) biography: what was his path up until this point? For better visualization: draw a time line together
5. Learners are now encouraged to draw their own time line: which places have they come through on their journey up until now? Which professions have they practiced?
6. Based on the time line, the learners are encouraged to tell their own story (depending on the confidentiality in the group either in front of the whole group or in pairs)
7. Maybe as a homework or for another day: the teacher instructs the vocabulary and grammar how to express wishes for the future in German, the learners are asked to write down their own hopes and dreams for the future, the teacher has to make sure that they feel empowered to read them out loud in class
8. For another grammar exercise, the learners are given the written down story and are asked to underline the main and subordinate clauses. Together the solutions are compared and it is talked about the verb position in each sentence.

Learning Scenario

Escape and arrival, nonlinear biographies and hope

TIPS & TRICKS FOR THE TEACHERS

- This activity could also be split up between 2 days.
- A lot of awareness to the fact that learners can be triggered by that story and be reminded of hurtful events in their past, so always keep in mind that nobody must speak about parts of their life that they don't want to ; at the same time offer listening, trust and compassion

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

Biographies themselves can be discussed: research of famous people and their biographies, present them and compare them concerning linearity

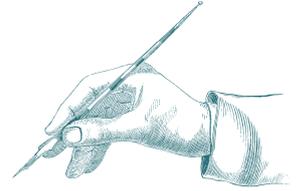
YOUR COMMENTS & ADDITIONS

"She is like a mother to me"

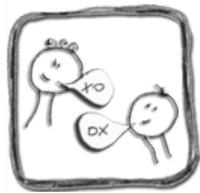


Austria

Sardar



Purpose(s)



Language Acquisition



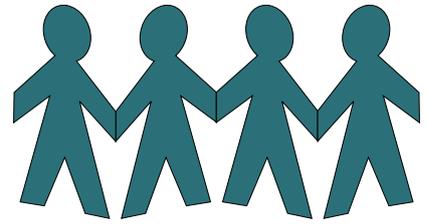
Belongingness

An autobiographical narrative

I am 23 years old, but I am not sure yet if this is really true, because I don't have a birthdate. I was born in Afghanistan, in the city Daikondi. My mother wasn't able to write my birthdate because she can't read or write at all.

I didn't go to school because it was too boring for me and I also didn't have time as we had lots of goats and sheep and I had to bring them up to the mountains to let them graze. This was far more interesting for me than school. Up to the age of 14 I've been a shepherd, after that I moved to Iran with my uncle.

But in Iran I couldn't work because I was so small. After four months I found work but it was really hard work: on the construction site. I've been six years in Iran and had hundreds of problems, which I can't describe with words.



But now I am in my favourite country, in Austria. I met a lot of new people and I am satisfied with my life. I met a woman. She is like a mother and very sweet to me. She helped me dozens of times, I will never forget it. I would like to become a soccer player and at the moment I am playing in a team.

Source/Link:

"Wir. Hier und Jetzt. Geflüchtete Menschen berichten. Band II, Ängste. Träume. Lagerleben." S. 86. (Hrsg. Ernst Schmiederer/edition Import Export)

