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DIGITAL COMICS OF MIGRATION LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE 1

**MIGRATION FOR EVERY MOVING
CREATURE**



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OVERALL LOOK

MODULE 1 – MIGRATION FOR EVERY MOVING CREATURE



40 MIN.

OBJECTIVES:

- C1. You will be able to explain reasons of migration.
- C2. You will be able to explain similarities between migration reasons between animals and humans.
- C3. You will be able to explain the advantages of migration for humans.
- A1. You will recognize discover that migration is a natural process for the moving creatures.
- A2. You will analyse the advantages migration bring to humanity.
- SEL1. You will increase their social awareness about migration routes and immigrants.

ACTIVITIES:

1. Migrating animals
You will prepare fact cards about migrating animals.
2. Comics reading
You will read the comic “Migration for Every Moving Creature” and fill in the Animals and People worksheet.
3. Migration Atlas
You will prepare a migration atlas by pinning their family’s migration routes.

MATERIALS:

- Colourful cards
- Animals and People worksheet
- Comic – “Migration for Every Moving Creature”
- World Map
- Colourful pins



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FLOW

 10 mins.	Migrating Animals You will prepare fact sheets about migrating animals.
 20 mins.	Comics reading You will read the comic “Migration for Every Moving Creature” and fill in the worksheet.
 10 mins.	Migration Atlas You will prepare a migration atlas by pinning their family’s migration routes.



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E1 – Migrating Animals

PREPARATION

Objectives:

A1. You will recognize discover that migration is a natural process for the moving creatures.

SEL1. You will increase their social awareness about migration routes and immigrants.

Materials:

Colorful cards

Books, the Internet, and other searching materials

IMPLEMENTATION

1. Please attend your teacher and follow his/her instructions.
2. Please form groups of 4 to 5. Each group should pick one of these animals:
Monarch butterfly, Arctic tern, African elephant, Asian elephant, Gray Whale, Earth worm, Umbrella bird, Caribou, Salmon, Mexican free-tailed bat, Gazelle, Zebra, Dragonfly, Palm swallow, Emperor penguin, Olive ridley turtles
3. Please prepare fact cards about these animals answering these questions:
 - From where to where do these animals migrate?
 - What is the migration pattern of these animals?
 - How do these animals migrate?
4. Please post the fact cards on the classroom wall or board.

E2 – Reading the Comic

Objectives:

C1. You will be able to explain reasons of migration.

C2. You will be able to explain similarities between migration reasons between animals and humans.

C3. You will be able to explain the advantages of migration for humans.

A1. You will recognize discover that migration is a natural process for the moving creatures.

A2. You will analyse the advantages migration bring to humanity.

SEL1. You will increase their social awareness about migration routes and immigrants.

Materials:

“Migration for Every Moving Creature” comic handouts
Animals and People Worksheet

IMPLEMENTATION

1. Please use the comic and worksheet papers. If you have technological devices, you can use the comic from the computer using the qr code or link below:



<https://share.pixton.com/r5twmwb>

2. Please read the comic and fill in the Animals and People worksheet.

3. Tell about the similarities and differences between animals and people. Ask them how and why both animals and people migrate. We expect you to share their ideas about migration. It is highly significant that you feel comfortable and accepted for your ideas.

4. Please upload your products [here](#).

Note: Please feel free to share your ideas kindly, in a way that would not harm your peers. We value your ideas and thought and would love to hear them!



People and Animals worksheet

1. Why do animals migrate?

[illegible]

2. What are the advantages of migration for animals?

[illegible]

3. Why do people migrate?

[illegible]

4. What are the advantages of migration for people?

[illegible]

5. Explain the similarities and differences between people and animals for migration.

[illegible]



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E3 – Migration Atlas

Objectives:

C3. You will be able to explain the advantages of migration for humans.

A1. You will recognize discover that migration is a natural process for the moving creatures.

A2. You will analyse the advantages migration bring to humanity.

SEL1. You will increase their social awareness about migration routes and immigrants.

Materials:

World Map

Colorful pins

IMPLEMENTATION

1. Before the class, please ask your parents about their migration history. If they have not migrated, please ask them to remember 3 generations back. You may find out a migration history (internal or external).

2. Your teacher will bring a world map to the classroom or display a world map on the board from the projector.

3. Please listen to your teacher's migration history and follow the city or town he/she pins on the map.

4. Please come to the board and pin their former residency areas.

5. After you pin your migration routes, please fill in the reflection cards.

6. Upload the reflection cards [here](#).



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Reflection Cards

Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....



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MODULE

2

DIVERSE AND TOGETHER



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OVERALL LOOK

MODULE 2– Cultural Diversity



67 MIN.

OBJECTIVES:

- C1. Students will identify the concept of cultural diversity and its importance.
- C2. Students will identify cultural influences in personal and collective identities.
- C3. They will foster empathy and respect for different cultural perspectives.
- A1. They will engage in self-reflection on personal cultural backgrounds.
- A2. They will analyze cultural themes in digital comics.
- A3. Students will develop storytelling skills to express cultural identity and diversity.
- SEL. They will engage in inclusive behaviours such as social awareness through interactive learning.

ACTIVITIES:

Culture in My Life – Students create a cultural identity map to reflect on their heritage.

Exploring Cultural Themes in Digital Comics – Group analysis of comics representing diverse cultural backgrounds.

Creating a Cultural Storyboard – Students design a storyboard for a digital story representing cultural diversity.

MATERIALS:

Access to digital comics on migration and diversity – the comic Flower of a Different Garden & Who am I, Cultural School Event
Printed “Cultural School Event” comics



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FLOW

E nhance 15 mins.	Culture in My Life Students will create a cultural identity map that includes family traditions, language, food, and important values. They discuss the maps in small groups.
E xtend 20 mins.	Exploring Cultural Themes in Digital Comics Students will analyze the digital comic Cultural School Event that reflect migration and cultural diversity. They will identify key themes and discuss how cultural differences are portrayed.
E mpower 32 mins.	Creating a Cultural Storyboard Students will develop a storyboard for a digital story that showcases cultural diversity, using real-life experiences or fictional narratives.



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E1 – Culture in My Life

Objectives:

C1. Identify personal cultural influences (traditions, language, food).

A1. Create a cultural identity map to reflect on heritage.

SEL. Share experiences respectfully to foster empathy in small groups.

Introduction & Warm-Up (3 minutes)

- Think of one cultural tradition, language, or practice important to them.
- Share thoughts in pairs for 1 minute.

Personal Reflection (4 minutes)

- Write three key aspects of your cultural identity (e.g., traditions, food, language, celebrations).
- Think about a personal story or memory related to one of these aspects.

Creative Expression (5 minutes)

- Write a brief 3–4 panel comic strip representing your cultural experience.
- Those who prefer can write a short paragraph instead.
- Provide examples of simple digital tools or draw on paper.

Sharing & Discussion (3 minutes)

- Share comics or stories
- Discuss on the diversity of cultural experiences and the importance of respecting different backgrounds.



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E2 – Exploring Cultural Themes in Digital Comics

Objectives:

C2. Identify cultural influences in comics

A2. Analyze how cultural themes are portrayed in digital comics.

SEL. Practice social awareness by discussing diverse perspectives respectfully.

Introduction to Cultural Themes (3 minutes)

1. Take a look into digital comic Cultural School Event that reflects cultural aspects (e.g., migration, traditions, identity).



<https://share.pixton.com/r8j3ezh>

Small Group Analysis (2 minutes)

- Identify the cultural elements within the comic (language, clothing, food, etc.).
- Discuss how these elements shape the story's meaning.

Creative Brainstorming (5 minutes)

- Think about a cultural topics you want to portray in a comic.
- Write a brief summary.



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E3 – Creating a Cultural Storyboard

Objectives:

A3. Design a storyboard that communicates cultural identity through storytelling.

C3. Express empathy by interpreting peers' cultural narratives.

SEL. Practice inclusive behaviors during group sharing.

Introduction to Digital Comic Creation (5 minutes)

1. Identify the cultural elements (language, clothing, food, etc) within the comic Cultural School Event (language, clothing, food, etc.) and briefly review key elements
2. Think about *What makes these comics effective? How do they communicate cultural experiences?*

Story boarding & Planning (10 minutes)

- Define main character, setting, and cultural topic (e.g., family traditions, migration, celebrations).
- Think about rough panel layouts with key dialogue and images.

Comic Creation (12 minutes)

- Draw or use digital tools to create comic (3–5 panels).

Sharing & Reflection (5 minutes)

- Present your comic with others
- Think about *What did you learn about different cultural identities? How did creating a comic help you express your own experiences?*



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MODULE

3

MIGRATION JOURNEY



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OVERALL LOOK

MODULE 3 – MIGRATION JOURNEY



75 MIN.

OBJECTIVES:

C1. You will analyze how visual storytelling in comics conveys emotions and narratives about migration.

C2. You will compare and contrast the experiences of migrants in the comics with real-world migration stories.

C3 . You will formulate their own interpretations of migration challenges based on the comic panels.

A1. You will express empathy for migrant experiences through discussion and reflection.

A2. You will engage actively in creative and analytical discussions about migration journeys.

A3. You will demonstrate appreciation for diverse perspectives in migration narratives.

SEL. You will collaborate respectfully in group discussions and activities, building communication and teamwork skills.

ACTIVITIES:

1. Warm-Up Picture Puzzle (Visual Storytelling)

You will do:

- *Analyze small fragments of comic panels (without text).*
- *Predict what is happening in the scene and how the characters feel.*
- *Discuss how images tell a story even without words.*

2. Guided Comic Reading

You will do:

- *Read an excerpt from Migration Journeys comics.*
- *Role-play or summarize key moments.*
- *Discuss how comics present migration challenges.*

3. Interactive Quiz – Migration Journeys Baamboozle Game

You will do:

- *Compete in a fun team quiz to reinforce migration concepts.*
- *Answer critical thinking questions related to the comics.*

4. Exit Ticket & Discussion

You will do:

- *Reflect on migration themes in comics.*
- *Share their thoughts in small group discussions.*
- *Write a sentence summarizing their key takeaway.*



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MATERIALS:

- ☐ Printed or projected comic panels (for Picture Puzzle)
- ☐ Copies of *Migration Journeys* comics
- ☐ Internet & projector (for Baamboozle game)
- ☐ Blank comic templates for students' own creations
- ☐ Exit ticket slips (or sticky notes)

FLOW

E nhance 20 mins.	Warm-Up Picture Puzzle (Visual Storytelling) You will analyze comic panel fragments (without text) to predict the storyline and emotions.
E xtend 40 mins.	Guided Comic Reading & Interactive Quiz – Migration Journeys Baamboozle Game You will read excerpts from Migration Journeys comics in small groups, focusing on character struggles and visual storytelling.
E mpower 15 mins.	Exit Ticket & Discussion You will reflect on migration stories in comics through guided discussion, then write a one-sentence exit ticket summarizing their key takeaway.



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E1 – Warm-Up (20–25 min) – Activating Prior Knowledge

Activity: Picture Puzzle (Visual Storytelling)

Objectives:

- C1.** You will analyze how visual storytelling in comics conveys emotions and narratives about migration.
A1. You will express empathy for migrant experiences through discussion and reflection.
SBL. You will practice active listening and respectful dialogue while interpreting visual materials.

Materials:

- Printed Picture Puzzle pieces (fragments of comic panels without text, arranged on a separate worksheet)
Original comic panels with text (for reveal after)

IMPLEMENTATION

1. Please follow the comic panels on screen or in print.
2. Please answer these questions in pairs or small groups to discuss and guess:
 - What's happening in this scene?
 - What emotions do the characters feel?
3. Please attend to a whole-class discussion allowing different groups to share their interpretations.
4. after you have shared your ideas, please check the original panels with text
5. Please discuss these questions:
 - How did your interpretation change after reading the text?
 - What visual clues helped you understand the story?
 - How do visuals alone communicate narratives?
6. Please discuss how visual storytelling builds critical observation skills with references to the comics.

E2 – Comic Reading & Analysis (20–25 min) & Creative Engagement (15–20 min)

Objectives:

C1. You will compare and contrast the experiences of migrants in the comics with real-world migration stories.

C2. You will formulate their own interpretations of migration challenges based on comic panels.

A1. You will engage actively in creative and analytical discussions about migration journeys.

A2. You will demonstrate appreciation for diverse perspectives in migration narratives.

SEL. You will collaborate respectfully in group discussions and activities, building communication and teamwork skills.

Materials:

Baamboozle Quiz – *Migration Journeys* Game
(<https://www.baamboozle.com/game/3024389>)

IMPLEMENTATION

Activity: Guided Comic Reading

1. Please follow your teacher's instructions.
2. Please get in small groups different excerpts to read (e.g., 2–4 comic panels per group, representing different stages of the migration story such as arrival, conflict, separation, or adaptation). You may use the suggested comic excerpts provided in the annex/template materials (e.g., Excerpt A: "Family Arrival," Excerpt B: "Crossing the Border," Excerpt C: "Life at School," etc.) to ensure variety and balanced thematic coverage across groups.
3. Please select a key moment and role-play or summarize it for the class.
4. Discuss:
 - *What struggles do the characters face?*
 - *How do visuals help us understand their emotions?*



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Activity: Interactive Quiz – Migration Journeys Baamboozle Game

1. Set Up the Game

- You will play the Baamboozle game: [Migration Journeys Quiz](#).

2. Divide the Class into Teams

- Please form teams of 2 – 4.
- Please choose fun migration-related team names (*The Travelers*, *New Beginnings*, *The Explorers*).

3. Explain the Rules

- Please take turns selecting a question from the board.
- If you answer correctly, you will earn points.
- If you struggle, you can ask for a *hint* or *team discussion*.

4. Encourage Deeper Thinking

- After each answer, answer these follow-up questions:
 - *How does this relate to the comic's story?*
 - *Can you connect this to a real-world migration experience?*

5. Keep the Energy Up!

- Celebrate correct answers with enthusiasm.
- If a team gets stuck, others can *steal* the question.
- Use humor and positive reinforcement to keep students engaged.

6. Wrap Up the Game

- Announce the winning team.

Reflect: *What was the most surprising thing you learned?*



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E3 – Reflection & Wrap-Up (10–15 min)

Objectives:

C3. You will formulate their own interpretations of migration challenges based on the comic panels and classroom discussions.

A1. You will express empathy for migrant experiences through reflection and sharing.

A3. You will demonstrate appreciation for diverse perspectives in migration narratives.

SBL. You will enhance self-awareness and practice responsible communication during group discussions.

Materials:

Colorful Exit Tickets (printed slips with optional migration-themed visuals, such as date or destination symbols)

IMPLEMENTATION

1. **Group Discussion:** You will discuss these questions in your class:
 - What did you learn about migration through comics?
 - How do comics compare to text-based migration stories?
 - What responsibilities do we have in understanding and supporting migrants?
 - Encourage students to mention any changes in their perception about migration and comics after today's lesson.
2. **Reflection Questions:** Please answer: "What was the most surprising thing you learned today?"
1. **Exit Tickets:** Please get the colorful exit tickets your teacher distributes. You will get one exit ticket.
3. Hand your exit tickets to leave the classroom.

Printing materials

Picture Puzzle (Visual Storytelling)



Colorful Exit Tickets

✈️ AIR TICKET			✈️ BOARDING PASS	
Name of passenger	DATE	TIME	NAME	
Class	GATE	SEAT	FROM	
From	FLIGHT		TO	
Destination			DATE	TIME
			GATE	SEAT
			FLIGHT	

Barcode: [Barcode]

Adobe Stock | #123561829



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MODULE

4

MIGRATION POLICIES



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OVERALL LOOK

MODULE 4 – MIGRATION POLICIES 90 MIN.

OBJECTIVES:

- C1.** Students will identify key concepts of migration policies at the global, regional, and national levels.
- C2.** Students will analyze the impact of migration policies on migrants, host communities, and countries of origin.
- C3.** Students will identify best practices and challenges in implementing migration policies.
- A1.** Students will discuss real-world case studies of migration policies and their outcomes.
- A2.** Students will evaluate push and pull factors influencing migration policy decisions.
- A3.** Students will develop policy recommendations for effective migration governance.
- SEL.** Enhance critical thinking, empathy, and intercultural communication skills.

ACTIVITIES:

Activity 1: Migration Policy Timeline

Students review and compare different migration policies from various countries in different times.

Activity 2: Policy Comparison Chart

Students participate in a debate on the social, economic, and political factors influencing migration policies.

Activity 3: Comics 4 Reading & Discussion

Students will work in groups to draft and present a migration policy framework addressing key challenges.

MATERIALS:

- Comics 4 reading material.
- Guided reading activity sheets.
- Discussion worksheets and policy analysis templates.
- World map for migration analysis.
- Debate prompt cards.



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FLOW

E nhance 30 mins.	Migration Policy Timeline • Students research and create a migration policy timeline. • Discussion on historical and political influences on migration laws.
E xtend 60 mins.	Policy Comparison Chart • Students analyse migration policies from different countries. • Small groups present their findings, focusing on asylum, work, and integration policies.
E mpower 30 mins.	Comics 4 Reading & Discussion • Students read <i>Planet Fly Land</i> (Comic 4) and analyse how migration policies affect individual migrants. • Discussion on the real-world impact of migration policies.



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E1 – Migration Policy Timeline

Objective:

C1. Students will identify key concepts of migration policies at the global, regional, and national levels.

A2. Students will evaluate push and pull factors influencing migration policy decisions.

Materials:

Timeline worksheet (blank and editable).

Historical migration policy printouts (e.g., 1951 Refugee Convention, Schengen Agreement, US IRCA 1986).

World map for geopolitical reference.

Sticky notes, markers.

Reference resources (books, articles, online databases).

PREPARATION

Before starting, make sure you have:

- A blank timeline worksheet (printed or digital)
- Copies or online access to historical migration policies such as:
 - 1951 Refugee Convention
 - Schengen Agreement
 - US Immigration Reform and Control Act (IRCA, 1986)
- A world map for geographical reference
- Markers, sticky notes, or a digital collaborative tool for notes



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IMPLEMENTATION

Step 1 – Introduction (5 mins):

You'll begin by discussing what migration policies are and how they've changed over time. Your instructor will give short examples of open-door and restrictive policies.

Step 2 – Group Research (10 mins):

Form groups of five. Each group will focus on a specific region or time period. Use the provided materials to research key migration policies.

Step 3 – Build Your Timeline (10 mins):

On your worksheet, record the main policies from your assigned region or period and note their impact on migration.

Step 4 – Group Discussion (5 mins):

Look at the full class timeline and talk about what you notice.

- ☐ How did wars, globalization, or political changes affect migration laws?



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Timeline Worksheet (Activity E1)

Title: *Global Migration Policy Timeline – Group Activity*

Instructions:

In your assigned group, identify and place three significant policy events related to migration in your assigned region (Europe, North America, MENA, Africa, or Asia) on the timeline below. Use the years provided and annotate your entries with a short description of the event and its significance.

Year	Country/Region	Policy/Event Name	Key Impacts on Migration Policy
1951	Global	UN Refugee Convention	Set international standard for refugee protection
1986	USA	Immigration Reform and Control Act (IRCA)	Legalized 2.7M immigrants; introduced employer sanctions
2004	EU	Enlargement & Freedom of Movement	Expanded EU migration dynamics; sparked intra-EU migration
[Group]	[Assigned Region]	[Fill in]	[Fill in]
[Group]	[Assigned Region]	[Fill in]	[Fill in]



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E2 – Policy Comparison Chart

Objectives:

C2. Students will analyze the impact of migration policies on migrants, host communities, and countries of origin.

C3. Students will identify best practices and challenges in implementing migration policies.

A1. Students will discuss real-world case studies of migration policies and their outcomes.

Materials:

Country Policy Briefs (Sweden, Turkey, Ukraine, Netherlands, Germany).

Policy Comparison Worksheet (criteria include asylum process, work permit access, integration support, public perception, humanitarian outcomes).

Discussion Guide.

Q&A Slide Deck for review quiz.

Projector/screen for visual aid (optional)

PREPARATION

You will receive five country briefs:

- Sweden
- Turkey
- Ukraine
- Netherlands
- Germany

Each one contains short descriptions of that country's migration and asylum policies.

You'll also receive a **Policy Comparison Worksheet** and a **Q&A quiz deck** for later.



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IMPLEMENTATION

Step 1 – Group Assignment (10 mins):

Form five groups. Each group will work on one country.

Read your country's policy brief and discuss it using the worksheet provided.

Step 2 – Group Work (25–30 mins):

Answer the worksheet questions together.

Be specific; use examples from your country brief to explain how migration is handled.

Step 3 – Quiz & Review (15 mins):

Your teacher will guide you through a short quiz based on what you've learned.

Listen carefully, raise your hand, or use the buzzer when answering!

Step 4 – Reflection & Class Discussion (15 mins):

Reflect on which policy seems most inclusive and why.

Talk about the balance between border control and human rights.



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Resources and Links for Implementation

All resources are editable and ready for use.

1. Country Policy Briefs

(Click or copy-paste the links below into browser or LMS system)

- **Sweden**
 - ☐ Download Sweden Brief ([Google Docs](#))
- **Turkey**
 - ☐ Download Turkey Brief ([Google Docs](#))
- **Ukraine**
 - ☐ Download Ukraine Brief ([Google Docs](#))
- **Netherlands**
 - ☐ Download Netherlands Brief ([Google Docs](#))
- **Germany**
 - ☐ Download Germany Brief ([Google Docs](#))



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Policy Comparison Worksheet (Activity E2)

Title: *Comparative Migration Policy Analysis*

Instructions:

Use this sheet to analyze the migration policies of the country assigned to your group. Discuss the following questions and be ready to present your answers in 5 minutes.

Topic	Your Country: _____	Notes & Key Points
Asylum Application Process		How do people apply? What are the wait times, legal rights?
Support for Integration		Is there language training, job support, housing aid?
Border Management Policies		Are the borders open, managed, or restricted?
Rights of Migrants		What rights do migrants have (education, healthcare, work)?
Political or Public Controversies		Any protests, reforms, or media stories surrounding the topic?
How is Migration Framed Politically?		Is it framed as a problem, opportunity, humanitarian issue?
One Recommendation You Would Make		



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☐ **Migration Policy Comparison Quiz – Slide Content**

?Q1: Which country hosts Syrian refugees under temporary protection?

- A. Netherlands
- B. Turkey**
- C. Ukraine
- D. Germany

?Q2: Which country requires migrants to complete civic integration courses?

- A. Sweden
- B. Netherlands**
- C. Turkey
- D. Ukraine

?Q3: In which country do asylum seekers receive education and healthcare during processing?

- A. Sweden
- B. Ukraine
- C. Germany**
- D. Netherlands

?Q4: Which country currently struggles with high numbers of internally displaced people (IDPs)?

- A. Germany**
- B. Netherlands
- C. Ukraine**
- D. Turkey

?Q5: Which country includes vocational training in its integration strategy?

- A. Germany**
- B. Turkey
- C. Sweden
- D. Ukraine

?Q6: Which country implemented temporary border checks during the 2015 refugee crisis?



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- A.Sweden
- B.**Germany**
- C.Netherlands
- D.Turkey

?Q7: In which country do asylum seekers first report at a central registration center in Ter Apel?

- A.Sweden
- B.Germany
- C.**Netherlands**
- D.Ukraine

?Q8: Which country primarily relies on NGOs for integration support due to war disruption?

- A.Netherlands
- B.**Ukraine**
- C.Turkey
- D.Germany

?Q9: Which country allows refugees to reunite with their families legally after recognition?

- A.**Sweden**
- B.Germany
- C.Turkey
- D.Ukraine

?Q10: In which country are most asylum seekers under temporary protection rather than refugee status?

- A.Germany
- B.**Turkey**
- C.Netherlands
- D.Sweden



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E3 – Comics 4 - Reading and Discussion

Objective:

C2. Students will analyze the impact of migration policies on migrants, host communities, and countries of origin.

C3. Students will identify best practices and challenges in implementing migration policies.

A1. Students will discuss real-world case studies of migration policies and their outcomes.

A2. Students will evaluate push and pull factors influencing migration policy decisions.

SEL. Enhance critical thinking, empathy, and intercultural communication skills.

Materials:

“Planet Fly Land” Comic 4 – printed copies.

Guided Reading Worksheet

Discussion prompts (e.g., asylum challenges, legal status, integration).

PREPARATION

You will receive copies of **Planet Fly Land (Comic 4)** and a **Guided Reading Worksheet**.

Make sure you have space for group discussion.

IMPLEMENTATION



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Step 1 – Pre-Reading (5 mins):

Think about how migration policies affect people before they leave their home, during their journey, and after arriving.

Step 2 – Reading and Analysis (10 mins):

Read the comic and use your worksheet to analyze how migration policies affect the characters' lives.



<https://share.pixton.com/r8j3gti>

Step 3 – Group Discussion (10 mins):

Discuss how the comic's examples connect with real-world migration policies and experiences.

Step 4 – Reflection (5 mins):

Reflect as a class: how can governments make migration policies more fair and humane?



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Guided Reading Worksheet

1. 1. How do the immigration policies of the Land of Flying affect life in the country?

2. How are the lives of immigrants affected in countries where immigration is restricted?

3. How are the lives of immigrants affected in countries where immigration is free?

4. How do immigration policies function in the stages of preparation for migration, migration journey and integration into the country of destination?

5. What difficulties did the characters in the comics experience at which stages of migration?

6. What support did the characters in the comics receive at which stage of the migration?



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MODULE

5

WE HAD TO...



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OVERALL LOOK

MODULE X – THEME NAME



X MIN.

OBJECTIVES:

C1. You will use comics to identify and list the causes and consequences of forced migration due to war.

C2. You will research the historical and contemporary context of forced migration due to war.

C3. You will discuss the key challenges migrants face, such as adaptation, integration, and mental health, using examples from comics and real-life migration stories.

A1. You will demonstrate empathy and understanding of the experiences of forced migrants by engaging in discussions, analysing comic strips, and reflecting on the emotions, motivations, and challenges faced by migrants depicted in visual stories.

A2. You will empathise with the experiences of forced migration by analysing examples from the Second World War, the wars in the Balkans, the Syrian War, and the forced migration of Ukrainians due to the war with Russia.

A3. You will value other countries' accepting forced migrants.

SEL Activity. You will cooperate in a team through group discussions, joint activities, and develop communication and teamwork skills.

ACTIVITIES:

1. Analysing the comic strip 'Forced Migration.'

Please divide the comic strip into several parts and predict the development of events.

2. Create your own comic strip on the theme of 'The Migrant's Journey'.

Please create a comic strip using the online platform Pixton on the topic: 'Crossing the border: fears and hopes.'

3. Completing the story 'Open Ending.'

Please rewrite optimistic, realistic, and pessimistic scenarios for the end of the stories.

MATERIALS:

- ☐ Digital Comic 5: 'Once and Now.'
- ☐ Internet, computers/laptops (for creating digital comics in Pixton software)
- ☐ Computers and a projector (for presentation of the created comics)



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FLOW

E nhance 20 mins.	Deepening Understanding Comic ‘Forced Migration’. You will practice predicting story developments and creating character dialogues, building visual literacy, critical thinking, and empathy.
E xtend - 40 mins.	Creative Expression Creating your own comic book on the theme ‘The Path of the Migrant’ You will learn to work in a team, express ideas creatively and use digital tools in Pixton. You will develop your own storytelling, critical thinking and empathy skills by analysing the emotional aspects of the topic of displacement. The assignment will help improve your presentation skills by arguing your artistic decisions and discussing the challenges you faced while creating the comic.
E mpower 20 mins.	Completing the story “Open Ending” You will develop skills in creative thinking, analysis and logical story development. You will learn how to work in a team, defend your point of view with arguments, and adapt to different narrative approaches. This exercise will also help develop emotional intelligence and the ability to evaluate events from different perspectives.



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E1 – Deepening Understanding Comic ‘Forced Migration’

Objectives:

C1. Please use comics to identify and list the causes and consequences of forced migration due to war.

C2. You will research the historical and contemporary context of forced migration due to war.

A1. You will demonstrate empathy and understanding of the experiences of forced migrants by engaging in discussions, analyzing comic strips, and reflecting on the emotions, motivations, and challenges faced by migrants depicted in visual stories.

SEL. You will cooperate in a team through group discussions, joint activities, and develop communication and teamwork skills.

Materials:

Digital Comic Panels on ‘Forced Migration’

IMPLEMENTATION

Analyzing the Comic Strip

- Divide the comic strip into several parts
- In groups of 5-6, students predict development of events at each pause point:
 1. *After the initial departure:* When the main character or family decides to leave their home, but before they start their journey.
 2. *First encounter with danger or difficulty:* After the migrants face their first major obstacle (e.g., border crossing, natural barrier, or conflict), but before the outcome is revealed.
 3. *Unexpected turn or challenge:* When something changes—like getting separated, being denied entry, or encountering a helpful person—but before it’s resolved.
 4. *At a moment of hope or decision:* When the characters are faced with a crucial choice (e.g., which route to take, whom to trust) but haven’t acted yet.
 5. *Before the final outcome:* Just before the comic reveals whether the migrants reach safety or what their new situation is.
- Please explain the characters’ motivations for leaving and the obstacles they encountered



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- Analyse the emotions and difficulties of the main characters. You can use the following sample questions:
 - *What do you think the character is feeling in this panel? Why?*
 - *Can you identify any emotions such as fear, sadness, hope, or relief?*
 - *How would you feel in a similar situation?*
 - *What challenges is the character facing here? How might that affect them emotionally?*



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E2 – Creative Expression Creating your own comic book on the theme ‘The Path of the Migrant’

Objectives:

C3. You will discuss the key challenges migrants face, such as adaptation, integration, and mental health, using examples from comics and real-life migration stories.

A2. You will empathize with the experiences of forced migration by analyzing examples from the Second World War, the wars in the Balkans, the Syrian War, and the forced migration of Ukrainians due to the war with Russia.

SEL. You will cooperate in a team through group discussions, joint activities, and develop communication and teamwork skills.

Materials:

List of guiding presentation questions (e.g., character motivation, fears and hopes, visual expression techniques)

IMPLEMENTATION

"Create Your Own Migration Comic"

- Using Pixton or a similar platform, students create mini-comics on the theme “Crossing the Border: Fears and Hopes.”

You may:

- Create a hypothetical story of a migrant based on research, class materials, or historical examples.
- Imagine a fictional character and narrate their journey, challenges, and emotions.
- If you have personal or family experience with migration and choose to include it, they may do so voluntarily.



<https://share.pixton.com/r8j4aid>



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- Present comics, explaining ideas and emotional themes
- Discuss challenges in representing the topic visually

Please answer these questions:

- *Was it difficult to show emotions like fear or hope through facial expressions or body language?*
- *How did you decide what settings or backgrounds to use to show the journey or border crossing?*
- *Did you struggle to choose symbols or colors that express feelings or difficult situations?*
- *Was it hard to make the story both realistic and respectful?*



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E3 – Completing the story “Open Ending.”

Objectives:

C1. You will use comics to identify and list the causes and consequences of forced migration due to war.

A3. You will value other countries' accepting forced migrants.

SEL. You will cooperate in a team through group discussions, joint activities, and develop communication and teamwork skills.

Materials:

Projector (to display comic strip and student-created endings)

Paper or digital tools for drafting multiple endings (optimistic, realistic, pessimistic)

Optional: Short contextual reading on forced migration (for background)

IMPLEMENTATION

1. Divide into three groups. Assign each group a type of ending: **optimistic, realistic, or pessimistic.**
2. Please develop and present your own version of the ending, explaining:
 - Why did you choose this ending?
 - What emotions or outcomes did you aim to show?
3. Discuss with your mates, comparing the endings and the different perspectives they reflect.

OVERALL LOOK

DIGITAL COMICS OF MIGRATION

MODULE 6
Flower of a Different Garden

 50 MIN.

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

6

FAR FAR AWAY LAND



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OBJECTIVES:

C1. You will describe different forms of integration and explain how individual identity can be preserved within a diverse community.

C2. You will critically analyze the emotional, social, and cultural dimensions of belonging, comparing inclusive and exclusive environments.

C3. You will evaluate the role of empathy and intercultural dialogue in building inclusive societies and propose solutions to overcome social exclusion.

A1. You will express appreciation for diversity and identify ways to support peers from different backgrounds.

A2. You will recognize how inclusion contributes to personal well-being and group cohesion.

A3. You will commit to small everyday actions that promote a sense of belonging for others in their school or community.

SEL. You will demonstrate empathy by reflecting on the characters' experiences in the comic and relating them to real-life situations of inclusion and exclusion.

ACTIVITIES:

1. "Belonging Through the Comic Lens" – Interactive Reading Circles

- You will read "*Flower of a Different Garden*" in small groups with a unique lens and create a graffiti wall.

2: "The Belonging Spectrum" – Integration Mapping Challenge

- You will design visuals for "Belonging Spectrum Map" and create a gallery walk.

3: "Seeds of Belonging" – Personal Action Design

- You will write a personal "Seed of Belonging" for their school or community and collectively create a "Garden of Inclusion" poster on the classroom wall.

MATERIALS:

- Comic printouts *Flower of a Different Garden*



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- Spectrum mapping templates
- Discussion prompts
- Seed-shaped action cards
- Notebooks or digital tools (whichever is applicable)
- Markers, sticky notes, visual wall poster

FLOW

E Enhance 15 mins.	Belonging Through the Comic Lens Use the story so you truly feel and understand the idea of integration.
E Extend 20 mins.	The Belonging Spectrum Look closely at how belonging works—both in real life and in stories—and figure out what makes it important.
E Empower 15 mins.	Seeds of Belonging Think about yourself, make a plan for something creative you want to do, and figure out how to work with your community.



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E1 – “Belonging Through the Comic Lens” – Interactive Reading Circles

Objectives:

C1: You will describe different forms of integration and explain how individual identity can be preserved within a diverse community.

A1: You will express appreciation for diversity and identify ways to support peers from different backgrounds.

SEL: You will demonstrate empathy by reflecting on the characters’ experiences in the comic and relating them to real-life situations of inclusion and exclusion. (Social Awareness)

Materials:

Comic printouts

Highlighters

Blank sheets

IMPLEMENTATION

Your Comic Analysis Project Steps:

1. Please join your peers, and analyzing the comic "Flower of a Different Garden" to explore belonging and integration.
2. Please divide into small groups and be assigned a specific lens to focus on:
 - Group A: Inclusion and exclusion moments.
 - Group B: Symbols and metaphors of integration.
 - Group C: Emotional reactions of the characters.
3. Please read the comic with your assigned focus and identify the key moments related to your lens.
4. Please summarize what belonging and integration look like from your group's perspective and prepare a creative presentation (e.g., drawing, keyword graffiti, emoji map).



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5. Please present your findings to the class. Afterward, please discuss how your insights connect to real-life examples of inclusion and exclusion in the community.
6. Please conclude by reflecting on how understanding these different perspectives helps build empathy and supports diversity.

(Printable Template on the next page, p.6)



happy



angry



sad



tired



sick



loving



afraid



confused

E2 – The Belonging Spectrum

Objectives:

C2: You will critically analyze the emotional, social, and cultural dimensions of belonging, comparing inclusive and exclusive environments.

C3: You will evaluate the role of empathy and intercultural dialogue in building inclusive societies and propose solutions to overcome social exclusion.

A2: You will recognize how inclusion contributes to personal well-being and group cohesion.

A3: You will commit to small everyday actions that promote a sense of belonging for others in their school or community.

Materials:

Spectrum template (can be printed or drawn)

Comic printouts,

Sticky notes

IMPLEMENTATION

Your Belonging Spectrum Map Steps

1. Please join your peers as we introduce the activity: exploring different levels of social experience using a "Belonging Spectrum Map," which goes from being completely excluded to truly belonging.
2. Please divide into small teams and analyze selected moments (quotes or scenes) from the comic "Flower of a Different Garden." Then, please decide where each moment falls on the spectrum and write a short explanation to justify your placement.
3. Please reflect on real-life situations in your school or community where people feel excluded, tolerated, included, or a true part of a group. Please place these examples on your spectrum map and discuss how they are similar to or different from the comic.



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4. Once your team's map is complete, please participate in a gallery walk to review the maps created by your peers. Please ask questions or leave sticky notes with comments or new ideas.
5. Please discuss as a class what factors push people along the spectrum and what you and your community can do to help others feel a stronger sense of belonging.



Printable Material



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E3 – “Seeds of Belonging” – Personal Action Design

Objectives:

A3: You will commit to small everyday actions that promote a sense of belonging for others in their school or community.

SEL: You will demonstrate empathy by reflecting on the characters' experiences in the comic and relating them to real-life situations of inclusion and exclusion. (Social awareness)

C3: You will evaluate the role of empathy and intercultural dialogue in building inclusive societies and propose solutions to overcome social exclusion.

Material:

Seed-shaped cards

IMPLEMENTATION

Your Garden of Inclusion Steps

1. Please join your peers as we introduce the activity by asking: "What can YOU do to help someone feel they belong?" (Remember, even small actions matter!)
2. Please take a seed, flower, or tree-shaped card and write or draw one specific, realistic action you commit to doing in your daily school or community life.
3. Once completed, please place your seed card on the "Garden of Inclusion" poster, which symbolizes our collective responsibility to help others feel they belong.
4. Optional: If using digital tools, please creatively represent your action (e.g., social media caption, short video, digital poster) to share with your class or the school.
5. Please share your seed with the class and reflect on how your small, individual action contributes to a more inclusive environment.



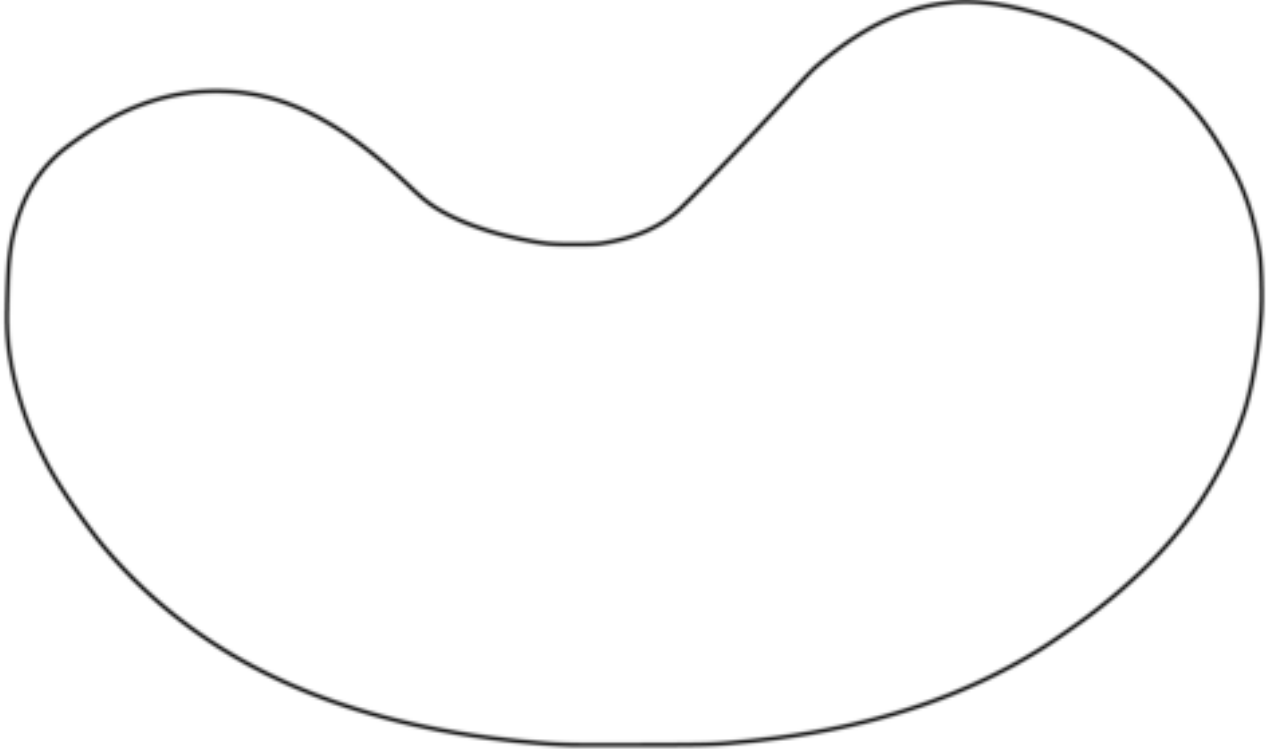
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Printable samples of seed, tree and flower can be found on the next pages (pp. 13-15).



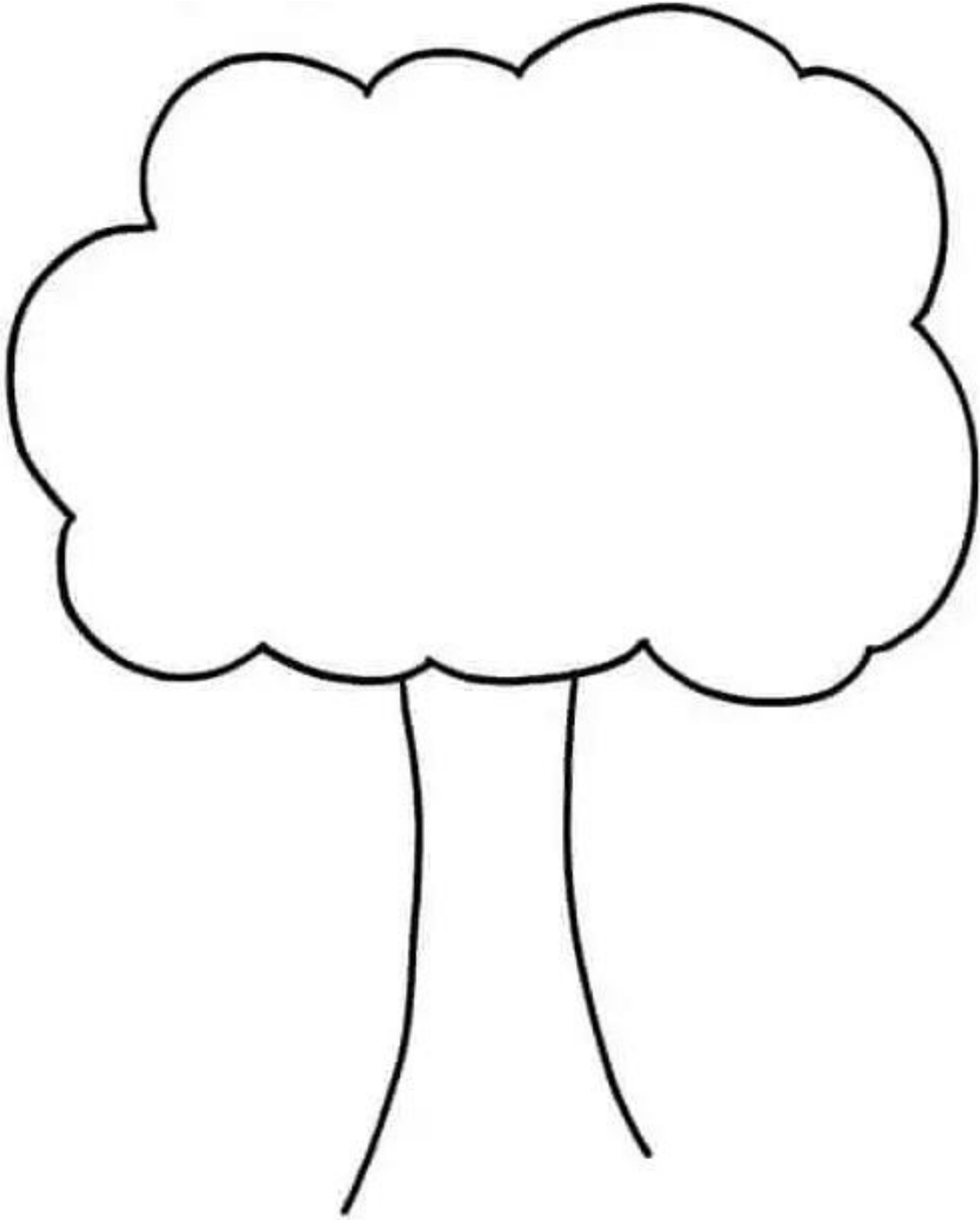
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Printable Material



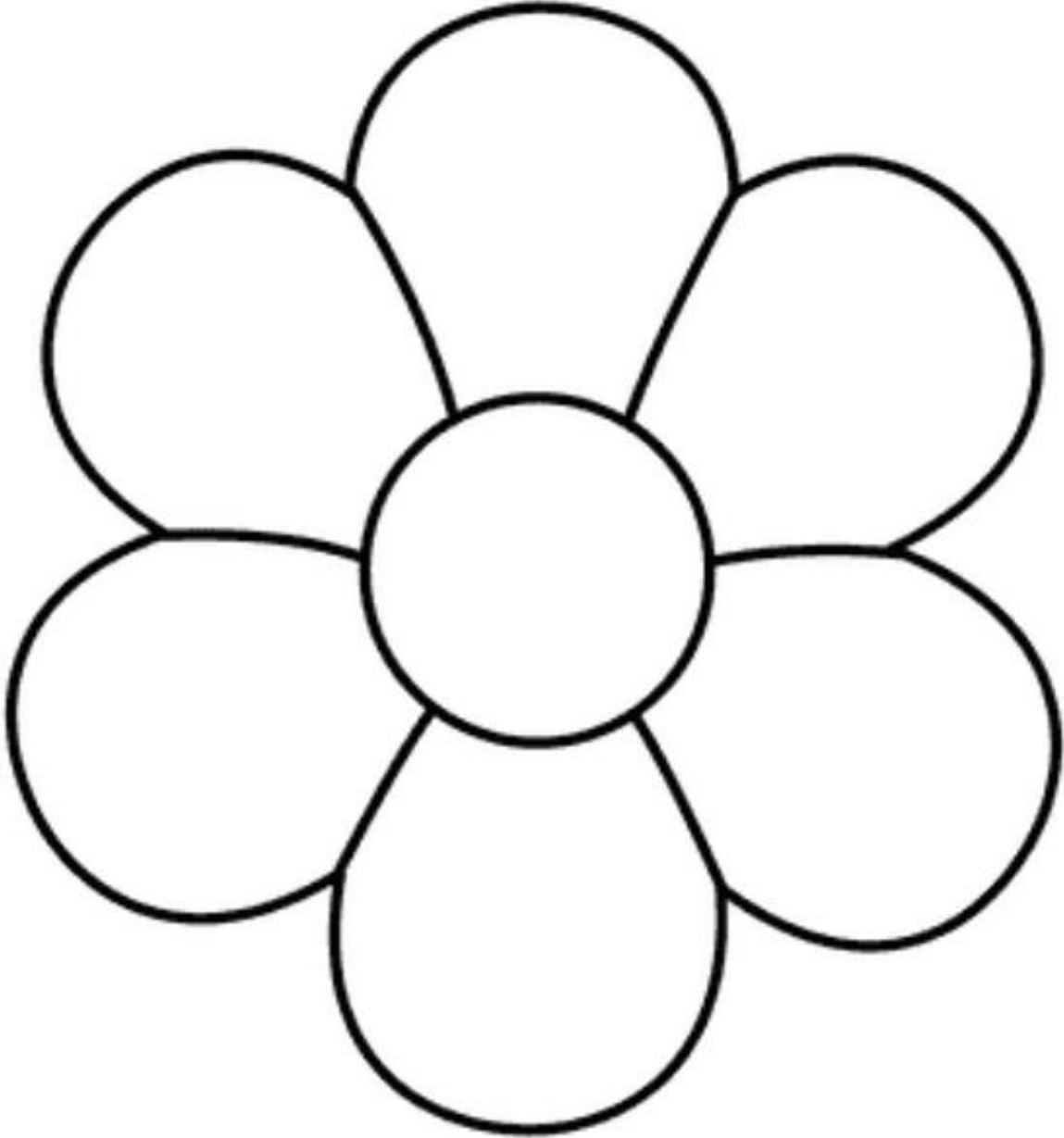
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Printable Material



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DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

1

AT SCHOOL



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FLOW

E nhance 10 mins.	Role playing You will role play given situations of a migrant newcomer
E xtend 20 mins.	Comics reading You will read the comic "Hello...?" and fill in the Welcoming Attitudes worksheet.
E mpower 10 mins.	Role-playing revision You will turn their role playing into positive ones with welcoming attitudes.



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E1 – Role-playing for Bad

Objectives:

C1. You will explain the difficulties of a newcomer to adjust into a social group.

SEL1. You will increase their self-awareness in terms of welcoming attitude.

SEL2. You will increase their social awareness about the difficulties of a newcomer.

Materials:

Role playing cards

Role play rating cards

IMPLEMENTATION

1. Please follow your teacher's instructions.
2. You play a role-play game. Please form groups of 4, or more if your teachers tells you to. Each group will select a group name.
3. Each group will get a role-play card. Please prepare to display your role-playing in front of the class. You have 3 minutes to get prepared, and you can improvise.
4. When you are ready, please display your play in front of the class.
5. Please rate the group performing their role-play.
6. Collect ratings of the groups.

Role-playing Cards

1. A young girl wants to join the swim team, but is told by the coach she doesn't have the strength to swim long distances. He says, "Why don't you go home and play with your Barbie instead?" 	2. A teenage boy decides to learn Jazz Dance. When he arrives at the dance school, the teacher laughs and says, "Why aren't you playing soccer?" 
3. A girl tells her friend how her father looks after her baby sister at home while her mother works. Her friend raises her eyebrows and says, "That's weird! Dads aren't supposed to look after babies - mums should!" 	4. A Greek-Australian girl is not invited to a birthday slumber party. Her friend says, "My mum said Greeks don't allow their children to go to slumber parties." 
5. A shy girl wants to join her friends while they are playing volleyball. One of the group rejects the girl and says, "You can't even throw the ball!" 	6. A short boy wants to join the basketball club of the school. He goes to his friends in the club and asks for advice. One of them says "You can't even hit the loop, stop it man!" 
7. A girl comes to the school while a group of her classmates are chatting in the corridor. She comes close and hears one of them saying "I love the cereals". She says, "I love them, too! I think the Serials is a great series" 	8. An immigrant boy sees her friends posts on social media together. They are by the sea, swimming and having fun. He wasn't invited to meeting. Next day, he sees his friends and say "You seem to have a lot of fun by the sea, I wish I were there, too." 
9. An immigrant girl starts telling recipes to her friends and says that she is very good at cooking. Her friends start looking down on her and say "Aren't you too young to cook?" 	10. A teenage boy join his friends playing football fort he first time. He is very anxious and stressed. One of his friends kicks the ball towards him and he has the chance of score. He hits the ball to outside. His friends say "Noo! Get out!" 



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Role-play Rating Cards

Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★	Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★
Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★	Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★
Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★	Name of the presenting group: Creativity: ★ ★ ★ Message: ★ ★ ★ Role playing: ★ ★ ★

E2 – Reading the Comic

Objectives:

C1. You will explain the difficulties of a newcomer to adjust into a social group.

C2. You will explain ways to positively welcome a newcomer.

A1. You will value welcoming attitude when a newcomer joins a social group.

Materials:

“Hello...?” comic handouts

Welcoming Attitudes worksheet

IMPLEMENTATION

1. Your teacher will deliver the comic and worksheet papers. If you have technological devices, you can read the comic from the computer using the qr code or link below:



<https://share.pixton.com/r8j4frd>

2. Please read until panel 6 first and answer question: “What do you think will happen next?”. Please write your answers on your worksheets.

3. When you are finished, please read until the 21st panel (end of page 2) and fill in the Welcoming Attitudes worksheet. After you finish the worksheet, answer this question: “What do you think will happen next?” and write on the worksheet.

4. After you write and share their examples, please read the rest of the comic and fill in the worksheet.

5. Scan the worksheets and upload [here](#).



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E3 – Role-playing Revision

Objectives:

C2. You will explain ways to positively welcome a newcomer.

A1. You will value welcoming attitude when a newcomer joins a social group.

SEL1. You will increase their self-awareness in terms of welcoming attitude.

SEL2. You will increase their social awareness about the difficulties of a newcomer.

Materials:

Role playing cards

Role play rating cards

IMPLEMENTATION

1. Please go back to your groups in the first activity and take the role-playing cards.
2. Please take the new role-play rating cards your teacher hands out.
3. Please reverse the stories in the cards and display a short role-playing performance based on positive behaviours towards newcomers and differences.
4. Each group will perform their role-play and each group will rate the performing group. The best group will be selected based on the ratings.
5. Congratulations for your effort and performances! Please select the best-rated group and congratulate them.
6. Please fill in the reflection cards.



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Role-play Rating Cards

Name of the presenting group: Creativity:    Message:    Role playing:   	Name of the presenting group: Creativity:    Message:    Role playing:   
Name of the presenting group: Creativity:    Message:    Role playing:   	Name of the presenting group: Creativity:    Message:    Role playing:   
Name of the presenting group: Creativity:    Message:    Role playing:   	Name of the presenting group: Creativity:    Message:    Role playing:   



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Reflection Cards

Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....



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DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

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MODULE

8

YOU NEVER KNOW



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OVERALL LOOK

MODULE 8 – YOU NEVER KNOW



40 MIN.

OBJECTIVES:

- C1. You will explain the development initiated with immigrants.
- C2. You will explain the relationship between development and migration.
- C3. You will analyse the effect of migration on development on personal level.
- C4. You will analyse the effect of migration on development on society/country level.
- A1. You will value diversity of people's background.
- A2. You will propose a plan social cohesion for migration in science.
- SEL. You will recognize the strength of immigrants (social awareness).

ACTIVITIES:

1. Who are They?
You will explore famous refugees and discuss their contributions.
2. Venn of Migration
You will read the comic "Different Directions" and draw a venn diagram about different contexts of migration.
3. Archeologist's Speech
You will write a short story of Carl's journey to Egypt and Carl's father's speech.

MATERIALS:

- Blackboard
- Papers / Notebook
- Pencils, Crayons
- Printouts of famous refugees
- Comics 8 – Different Directions
- "Who is it?" worksheet
- Nobel Prize and migration
- Venn diagram worksheet
- Archeologist's speech worksheet

FLOW



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E_{nhance} 5 mins.	Who are They? You will meet immigrant scientists, singers and artist.
E_{xtend} 20 mins.	Venn of Migration You will create a venn diagram about different contexts of migration.
E_{mpower} 15 mins.	Archeologist's Speech You will write a short story on the Carl's journey to Egypt.



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E1 – Who Are They?

IMPLEMENTATION

Objectives:

C1. You will explain the development initiated with immigrants.

A1. You will value diversity of people's background.

SEL. You will recognize the strength of immigrants (social awareness).

Materials:

"Who is it?" worksheet.

1. Please follow your teacher's instructions. You are going to play a guessing name. Each student will have three of the cards below. Student A will read the short description and Student B will guess who the person is. When Student A finishes, Student B will ask his/her cards.



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"Who is it?" Worksheet

Born in southern Netherlands. Then he moved to London and Paris. He is a famous artist for self-portrait.

Vincent Van Gogh

He was born in Nigeria. He travelled to the United Kingdom after he lost his family because of religious conflicts. He is a footballer who's played for clubs like Crystal place, Chelsea and now Inter Milan, in Italy.

Victor Moses

She was born in Germany. Her family was Jewish and they had severe difficulties in Nazi government and they moved to London. She is a famous writer for children book.

Judith Kerr, *The Tiger Who Came to Tea*

He was born in Zanzibar. After 1964 revolution in Zanzibar he and his family moved to England. He is a famous singer of a famous band, Queen.

Freddie Mercury

He was born in Russia as a Polish Jew. He moved to England and to Leeds. He was an entrepreneur and founded one of the famous international brands of fashion.

Michael Marks

She was born in Pristina, Yugoslavia (now Kosovo) to Albanian parents. Her family left Kosovo for political reasons, to London in 1991, when Ora was a baby.

Rita Ora

Figure 1. "Who is it?" Worksheet

2. When the guessing game finishes, follow your teacher about actual and potential benefits of emigration for countries of origin are often underestimated. Immigrants remit money or invest in businesses; many return with new human, social and financial capital, boosting local economies and creating new trade.

3. You can analyze this chart below:

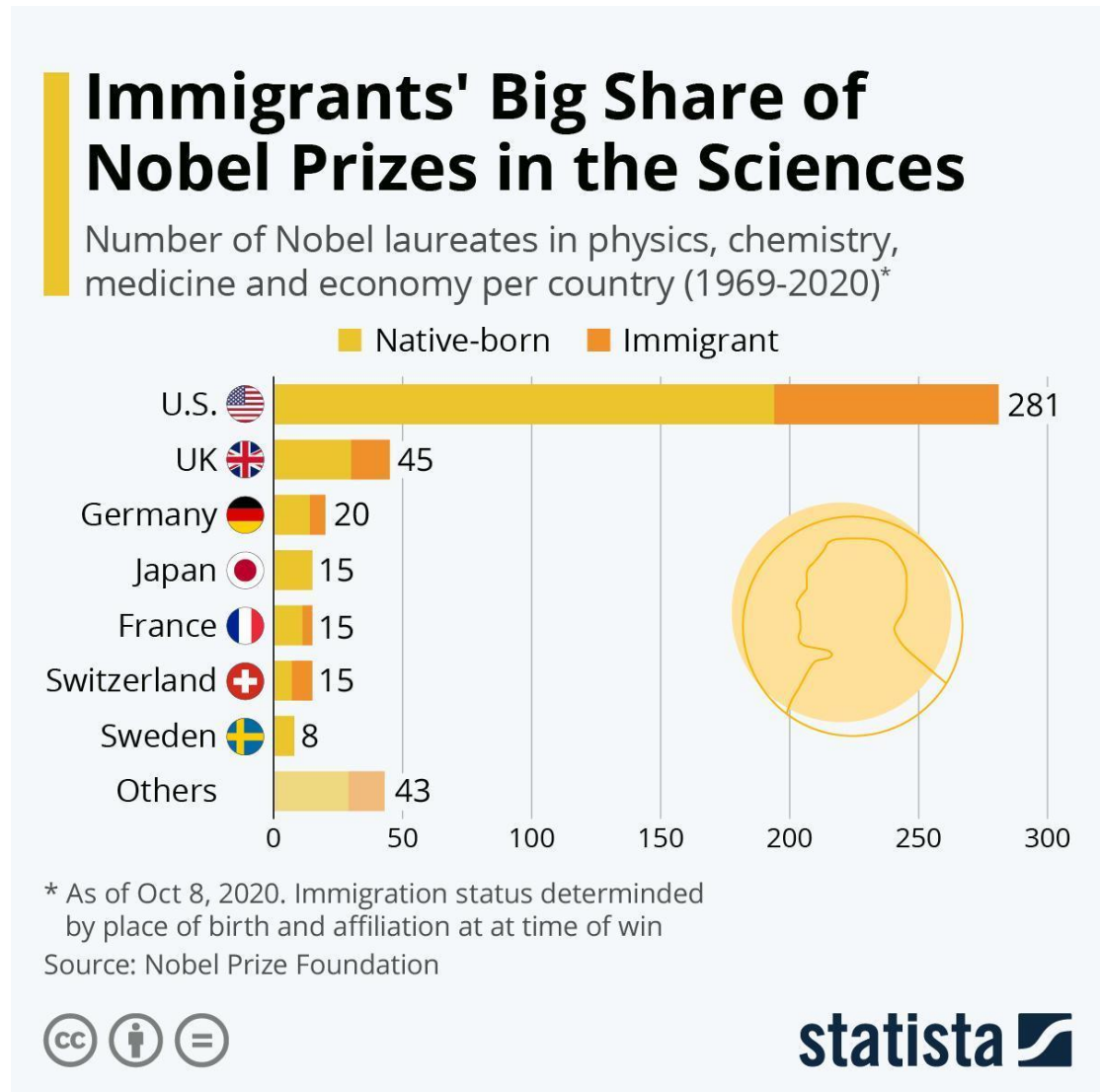


Figure 2. Nobel Prize and Migration
(<https://cdn.statcdn.com/Infographic/images/normal/19646.jpeg>)

E2 – Venn of Migration

Objectives:

C2. You will explain the relationship between development and migration.

C3. You will analyse the relationship between migration and development on personal level.

C4. You will analyse the relationship between migration and development on society/country level.

A1. You will value diversity of people's background.

SBL. You will recognize the strength of immigrants (social awareness).

Materials:

Comic 8 - *Different Directions*

Venn Diagram worksheet

20 mins

IMPLEMENTATION

1. Please receive the Venn diagram worksheet your teacher hands out. You will read comics and fill in the Venn diagram on the advantages of immigrants, local communities, and the country.
2. a. In classrooms with digital tools, you can use this link or qr code:

<https://share.pixton.com/r9laoid>



- b. In traditional classrooms, please use the print of Comic 8 *Different Directions*.
3. Please read individually and work in pairs to fill the Venn diagrams.
4. when you are finished, please explain your Venn diagrams.
5. Hang the Venn diagrams on classroom board.
6. Scan or take pictures of students' diagrams and upload them [here](#).



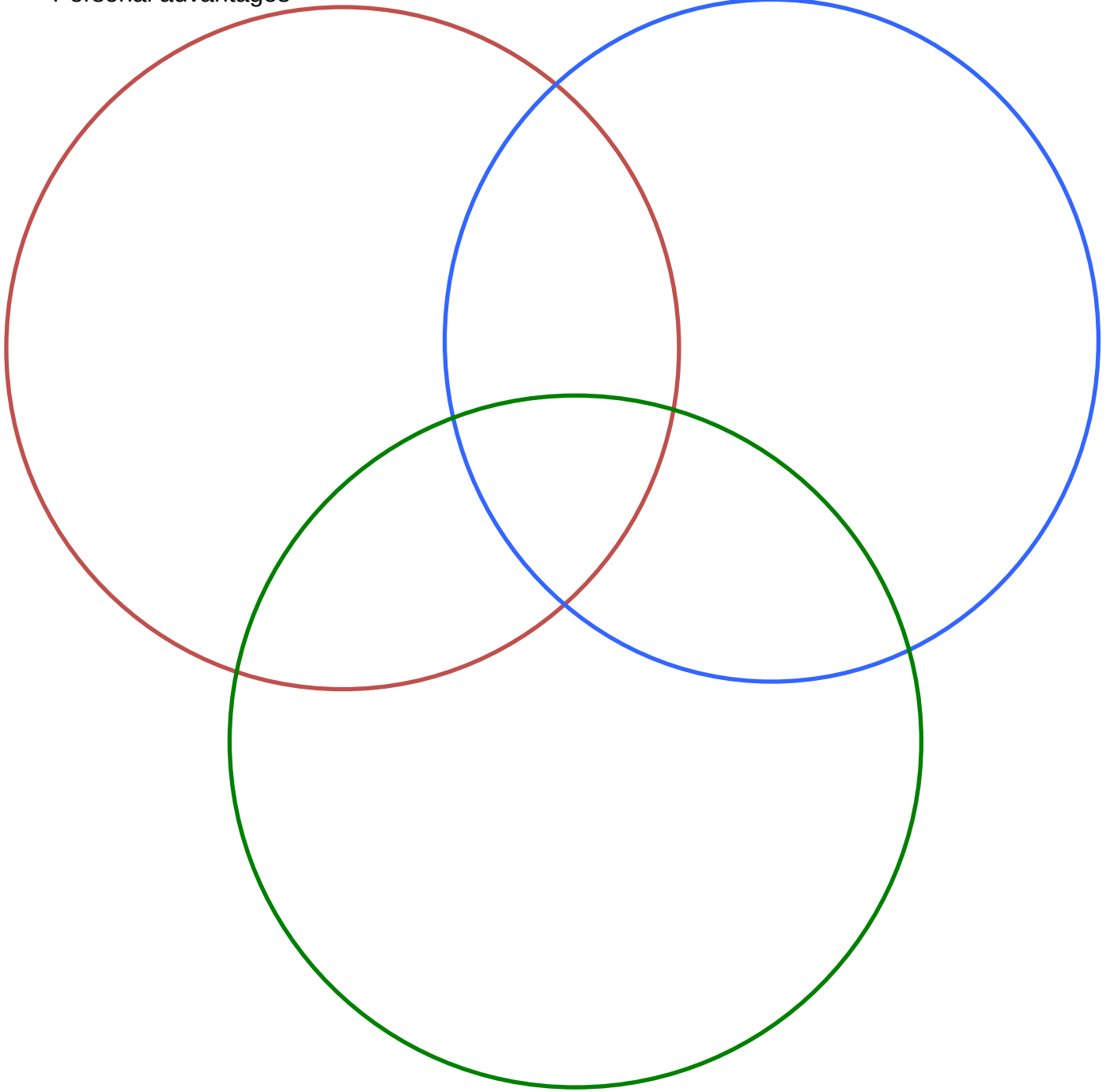
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Venn Diagram Worksheet:

Personal advantages

Community advantages



Advantages on country level



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E3 – Archeologist's Speech

Objectives:

C2. You will explain the relationship between development and migration.

A1. You will value diversity of people's background.

A2. You will propose a plan social cohesion for migration in science.

SBL. You will recognize the strength of immigrants (social awareness).

Materials:

Notebook and pencil

IMPLEMENTATION

1. Carl and his family go to Egypt. Please to write the rest of the story on the worksheet.

2. Please use the advantages you outlined in the Venn diagram in previous activity.

3. when you are finished, please read your stories.

4. Please scan or take pictures of students' stories and upload them [here](#).



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Archeologist's Speech Worksheet

[illegible]

At the press conference, Mr. Downey (Carl's father) remarked:

[illegible]



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MODULE

9

MULTIPLE BELONGINGS



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OVERALL LOOK

MODULE 9 – MULTIPLE BELONGINGS 40 MIN.

OBJECTIVES:

- C1. You will be able to explain the value of differences.
- C2. You will explain difficulties that immigrants face due to multiple belongings.
- A1. You will recognize how adapting to a new culture can be difficult.
- A2. You will value different attributes.
- SEL1. You will increase their self-awareness in terms of differences.
- SEL2. You will increase their relationship skills through pair work.

ACTIVITIES:

1. I am Different
You will write their different or special attributes and put in a jar.
2. Comics reading
You will read the comic “Who am I?” and play the Guided Reading Ball game.
3. Multiple Me’s
You will pick a card from the jar and write a story about it.

MATERIALS:

- Colorful cards
- A jar
- Comic – “Who am I...?” handouts
- A soft ball
- Notebook or papers
- Reflection cards



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FLOW

E nhance 10 mins.	I am Different You will write your different or special attributes on cards and put them in a jar.
E xtend 20 mins.	Comics reading You will read the comic “Who am I?” and play the Guided Reading Ball game.
E mpower 10 mins.	Multiple Me's You will pick an attribute from the jar and write a short story about it in pairs.



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E1 – I am Different

Objectives:

C1. You will be able to explain the value of differences.
A2. You will value different attributes.
SEL1. You will increase their self-awareness in terms of differences.

Materials:

Colorful cards
A jar

IMPLEMENTATION

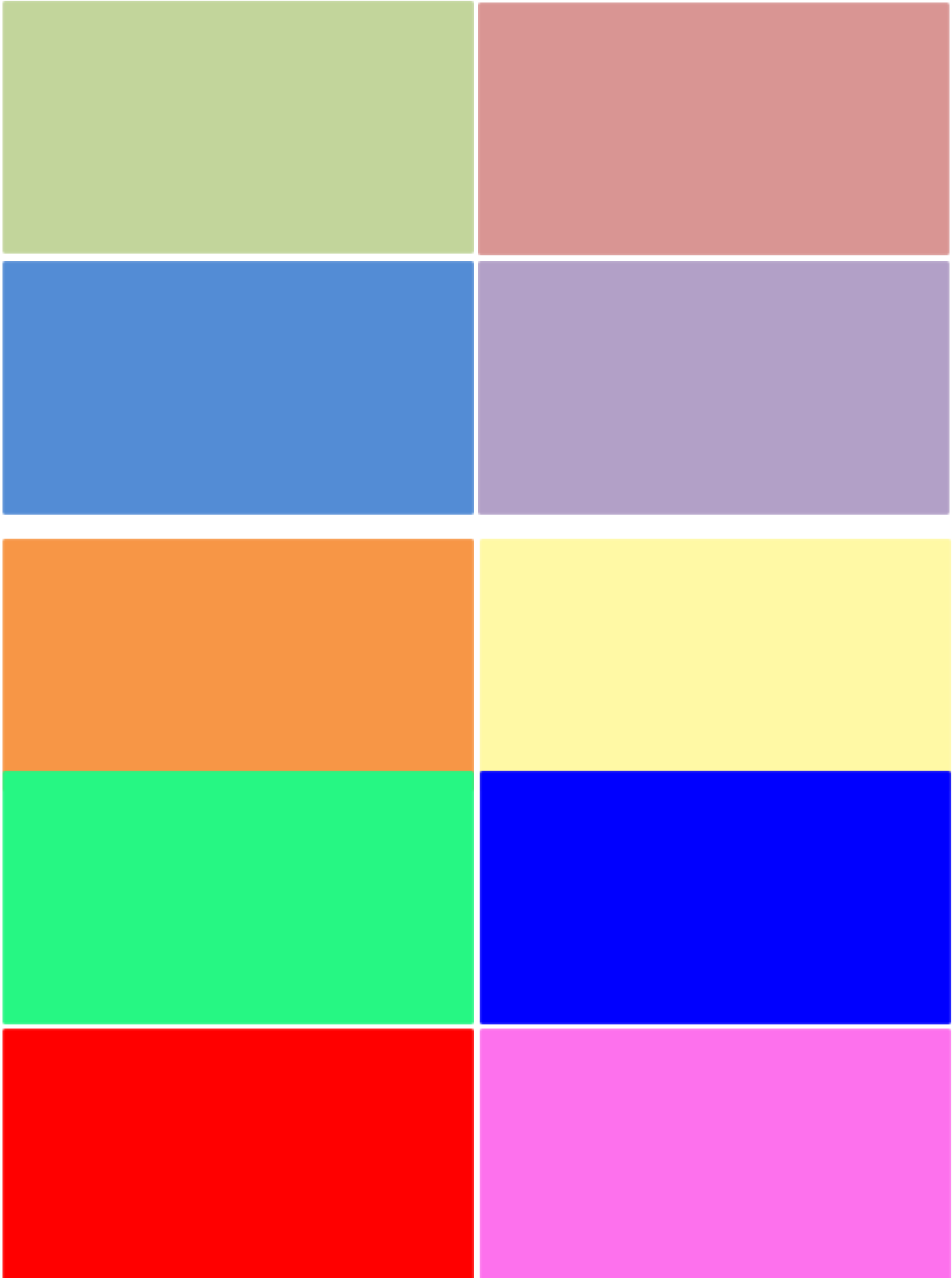
1. Please follow your teacher's instructions. You will focus on differences in this activity.
2. Please receive the colourful cards your teacher hands out and answer: "What makes you different than others?"
3. Please write your answers on colourful cards and not share with your friends.
4. Please fold your cards and put them in the jar your teacher has brought to class.



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Colorful cards





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E2 – Reading the Comic

Objectives:

- C1. You will be able to explain the value of differences.
- C2. You will explain difficulties that immigrants face due to multiple belongings.
- A1. You will recognize how adapting to a new culture can be difficult.
- A2. You will value different attributes.

Materials:

- “Who Am I?” comic handouts
- A soft ball

IMPLEMENTATION

1. Please receive the “Who Am I?” comic strip. If you have technological devices, you can use the comic from the computer using the qr code or link below:



<https://share.pixton.com/r8jwzjf>

2. Please read the comic and get prepared for questions for the Guided Reading Ball game.

3. In Guided Reading Ball game, you will ask questions to each other and throw the ball. The one who catches the ball will answer the question. After giving the correct answer, s/he will ask another question and throw the ball to someone else. You will have 3 chances to give the correct answer.

4. Please focus on the multiple belongings while you are preparing your questions.

5. After you finish reading the comic, you can start the game with the first question directed by your teacher.



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E3 – Multiple Me's

Objectives:

C1. Guided Reading Ball will be able to explain the value of differences.

A1. Guided Reading Ball will recognize how adapting to a new culture can be difficult.

A2. Guided Reading Ball will value different attributes.

SEL1. Guided Reading Ball will increase their self-awareness in terms of differences.

SEL2. Guided Reading Ball will increase their relationship skills through pair work.

Materials:

Notebooks/papers

IMPLEMENTATION

1. Please get in pairs and pick two cards from the jar.
2. You are going to write about a character who has the attributes you picked from the jar. The character has migrated to a new place with his/her family. He/she is struggling among the two attributes students picked from the jar. One of the difference/special attributes you picked will be how the character behaves at home while the other will be the way the character behaves at school. You are expected to write about the character's experiences and feelings at home and school.
3. Please write a short story about a character you chose. This character is experiencing difficulties at home and school for having different/special attributes.
5. After you finish their short stories, please fill in reflection cards and upload your responses [here](#).



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Reflection Cards

Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....
Today, I learned..... I realized that From now on, I will try to.....	Today, I learned..... I realized that From now on, I will try to.....



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DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

10

WHAT ABOUT NATURE?



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OVERALL LOOK

MODULE 10 – WHAT ABOUT NATURE? 80 MIN.

OBJECTIVES:

- C1.** Students will identify and explain visible environmental indicators, causes, and effects of climate change using visual sources.
- C2.** Students will apply analytical reasoning to calculate and interpret their personal carbon footprint using numerical data.
- C3.** Students will use creative and critical thinking to predict and complete a narrative based on a digital comic.
- C4.** Students will evaluate and reflect on differences between their predicted and the original narrative to strengthen interpretive thinking.
- C5.** Students will synthesize prior knowledge to create a persuasive letter or song proposing solutions to climate change.
- A1.** Students will develop empathy toward affected communities and environments through exposure to real-life climate change impacts.
- A2.** Students will internalize a sense of personal and collective responsibility for environmental sustainability.
- A3.** Students will express personal commitment to climate action through creative and values-based expression.
- SEL1.** Students will practice active listening and respectful dialogue during group discussions.
- SEL2.** Students will engage in collaborative problem solving and group-based decision making.
- SEL3.** Students will enhance social awareness and empathy through cooperative interaction and reflection.
- SEL4.** Students will demonstrate self-confidence and responsible public communication when sharing their work.

ACTIVITIES:

1. What We See, What We Cause

You will analyze real-life photos to identify the visible effects of climate change and calculate their personal carbon footprints to reflect on their environmental impact.

2. Voices in the Storm: Predicting the Climate Story

You will collaboratively complete and analyze a digital comic by predicting dialogue, then compare their version with the original to explore environmental narratives and perspectives.



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3. Act out, Speak Up: Creative Calls for Change

You will create and share a persuasive letter or song that expresses their personal commitment to environmental action and proposes realistic solutions to climate change.

MATERIALS:

Visual & Presentation Tools

- Printed real-life photos of climate change (e.g., melting glaciers, drought, wildfires, floods) (they could be shown digitally)
- Projector or printed photo packs (if projector unavailable, consider large photo prints)
- Whiteboard or chalkboard (for whole-class discussions and footprint summary)

Student Handouts & Worksheets

- Carbon Footprint Checklist (printed sheet with 10 items for individual completion)
- Comic Strip Templates:
 - Version 1: The first half of the comic with completed dialogue and the second half with blank speech bubbles for students to fill in.
 - Version 2: The full version of the comic with all dialogue completed, used later for comparison and reflection.
- Creative Writing Templates:
 - Lined paper for letter/song writing
 - Optional writing frame: basic structure for letters or song verses/choruses
- Peer feedback form (simple printed sheet for comments on clarity, creativity, and solutions)

Stationery

- Pens and pencils
- Colored pencils or crayons (optional, for comic work or creative expression)
- Erasers, sharpeners

Group Work Tools



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- A3 or A4 papers (for group brainstorming, comic work, or footprint data summaries)
- Clipboards or hard surfaces (if desks aren't available for group writing)

FLOW

 25 mins.	What We See, What We Cause <i>You will analyze real-life photos to identify the visible effects of climate change and calculate your personal carbon footprint to reflect on its environmental impact.</i>
 30 mins.	Voices in the Storm: Predicting the Climate Story <i>You will collaboratively complete and analyze a digital comic by predicting dialogue, then compare your version with the original to explore environmental narratives and perspectives.</i>
 35 mins.	Act out, Speak Up: Creative Calls for Change <i>You will create and share a persuasive letter or song that expresses your personal commitment to environmental action and proposes realistic solutions to climate change.</i>



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E1 – What We See, What We Cause

Objectives:

C1. Students will identify and explain visible environmental indicators, causes, and effects of climate change using visual sources.

C2. Students will apply analytical reasoning to calculate and interpret their personal carbon footprint using numerical data.

A1. Students will develop empathy toward affected communities and environments through exposure to real-life climate change impacts.

A2. Students will internalize a sense of personal and collective responsibility for environmental sustainability.

SEL1. Students will practice active listening and respectful dialogue during group discussions.

SEL2. Students will engage in collaborative problem solving and group-based decision making.

Materials:

Printed real-life climate change photos (melting glaciers, drought, wildfires, etc.)

Projector or large prints (if visual display is needed)

Whiteboard/chalkboard and markers/chalk (for class discussion and summary)

Carbon Footprint Checklist (printed worksheet with 10 lifestyle items)

Pens or pencils

Lined paper or notebooks (for note-taking or

IMPLEMENTATION

“What Do You See?” Activity

1. Introduction (1 minute)

- We'll start by looking at 3-4 powerful, real-life photos that show the effects of climate change from around the world. 2. As we look at each image, we'll discuss as a class or in small groups : "What do you see?" , "What do you think might have caused this?" , and "Who or what is affected by this?".
- Together, we'll connect these images to the real-world causes and consequences of environmental changes.

“The Carbon Footprint Checklist” (15 minutes)

1. Now, let's look at our own habits. You'll each get a "Carbon Footprint Checklist". This isn't a test! It's just a way to reflect on how our daily choices affect the planet.
2. We'll quickly go over the scoring system (1 point = low impact, 3 points = high impact).
3. You will have about 7 minutes to complete the 10-item checklist on your own. Just circle the option that best describes your habit for each item.
4. When you're done, add up your points to find your total score.
5. Afterward, a few volunteers can share their scores or one habit they were surprised by. We might even calculate a class average.
6. We'll finish by discussing: "What's one small step you could take to reduce your carbon footprint?".



https://1.bp.blogspot.com/-6q-Kog_yfMU/VPMgJx5sxRI/AAAAAAAAAEw/V1h_Opq0M1M/s1600/23_107drought_australia.jpg



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<https://i.imgur.com/Hx8QMdX.jpg>



<https://tse3.mm.bing.net/th?id=OIP.ZVEeUU1nmcG6lY2y2lIiFAHaE8&w=316&h=316&c=7>



<https://nypost.com/wp-content/uploads/sites/2/2022/07/kentucky-river-flooding-3.jpg>



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Carbon Footprint Checklist

Instructions for students: Read each item and choose the option that best describes your habit. Circle or mark your answer. At the end, total your points to see your estimated carbon footprint score.

#	Item	Low Impact (1 point)	Medium Impact (2 points)	High Impact (3 points)
1	Transportation to school	I walk or bike	I use public transport	I come by private car/motorbike
2	Use of electricity	We turn off lights/devices when not in use	Sometimes forget	Often leave lights/devices on
3	Water use	I take short showers and avoid waste	Sometimes careful	I take long showers/use lots of water
4	Food habits	Mostly plant-based diet	Mix of meat and plant-based	Eat meat daily (especially red meat)
5	Plastic use	I avoid single-use plastics	Use occasionally	I use disposable plastics often
6	Clothing habits	I buy second-hand or rarely buy new clothes	Sometimes shop new	I shop for clothes often
7	Waste management	I recycle and compost regularly	Recycle some things	Rarely sort or recycle waste
8	Digital behavior	I limit screen time and unplug devices	Moderate use	Heavy screen time, devices always plugged in
9	Heating/cooling at home	Rarely use heating/cooling	Use moderately	Use heating/AC daily
10	Travel habits (past year)	No flights or long car trips	1–2 short trips	Multiple flights or long car trips

Scoring

10–15 points: • Low footprint – You're doing great!

16–22 points: • Medium footprint – There's room to improve.

23–30 points: • High footprint – Small changes can make a big difference!



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E2 – Voices in the Storm: Predicting the Climate Story

Objectives:

C3. Students will use creative and critical thinking to infer and construct possible dialogue to complete a visual narrative.

C4. Students will compare and evaluate their narrative choices with the original, developing reflective interpretation skills.

A3. Students will emotionally engage with the storyline and characters, strengthening empathy and awareness of climate issues.

SEL3. Students will collaborate effectively in groups, practice perspective-taking, and engage in reflective group discussion.

Materials:

First half of the comic with completed dialogue, second half with blank speech bubbles

One printed copy per group (or editable slides if using digital format)

Full version of the comic with completed dialogue

One printed copy per group for comparison

Pens or pencils (for writing dialogue)

A4 or A3 paper for group notes or planning

Optional: Colored pencils/crayons (for visual creativity)

Prompts written on the board or printed (e.g., “How would this character react?”, “Can you make this more realistic or emotional?”)

Whiteboard/chalkboard for final reflections

Timer or visible clock (to manage transitions between steps)

35 mins



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IMPLEMENTATION

What We'll Do:

1. **Read the First Half (5 minutes):** We'll get into small groups (about 4 students). Your group will receive the first half of a digital comic. Read it together and make sure everyone understands the story, the characters, and the situation.
2. **Predict and Complete the Comic (15 minutes):** Next, your group will get the second half of the comic, but with empty speech bubbles! Your job is to finish the story. Discuss what you think the characters would say, think, or feel. Write your dialogue in the blank bubbles. Try to be creative and realistic, and think about the climate message you want to send.
3. **Compare with the Original (10 minutes):** After you've written your ending, your group will receive the *original*, completed version of the comic.
4. **Discuss:** Read the original ending and then talk about it in your group or as a class:
 - What was similar or different between your version and the original?
 - Which ending did you find more impactful or emotional? Why?
 - What message do you think the original comic was trying to send?



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E3 – Act out, Speak Up: Creative Calls for Change

Objectives:

C5. Students will synthesize prior knowledge to create a persuasive letter or song proposing solutions to climate change.

A3. Students will express personal commitment to climate action through creative and values-based expression.

SEL4. Students will demonstrate self-confidence and responsible public communication when sharing their work.

Materials:

- Lined paper or writing notebooks (one per student)

- Pens or pencils (for drafting and editing)

- Optional writing templates:

- Letter structure (greeting → issue → solution → closing)

- Song structure (verse–chorus format or sentence starters)

- Printed or displayed instructions for the task (letter/song goals and structure)

- Optional peer feedback form (simple criteria like clarity, creativity, and feasibility of the proposed solution)

- Whiteboard or board space for displaying writing goals or example phrases

- Timer or clock (to manage the 20/15 minute split)

- Encouragement cards or visual cues (optional – to support nervous students)

- Open space in the classroom for students to stand and share

- Optional: a chair or small table to simulate a “stage” area

- Optional: audio recorder or phone for recording performances (with permission)



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IMPLEMENTATION

Step 1: Group Writing Phase (20 minutes)

1. For our final activity, we'll stay in our groups. Your group will create either a song or a letter to raise awareness about climate change.
2. You'll get a template (Song Writing or Letter Writing) to help you structure your ideas.
3. Your goal is to include a clear message, express your emotions about the topic, and propose at least one realistic solution for a better future.
4. You'll have about 15-18 minutes to write your piece together. Make sure everyone contributes!

Step 2: Group Sharing & Peer Feedback (15 minutes)

1. We'll ask 3-4 groups to volunteer to share their song or read their letter to the class (about 2-3 minutes each).
2. While we listen, everyone else will use the "Group Peer Feedback Form".
3. On this form, you'll give respectful and honest scores (out of 10) to the groups that present. You'll rate them on:
 - **Clarity:** Was their message clear?
 - **Creativity:** Was it original and expressive?
 - **Environmental Message:** Did it raise awareness?
 - **Solutions:** Were their solutions realistic?
 - **Emotional Impact:** How did it make you feel?
4. We'll finish with a brief class reflection on the most powerful messages we heard today.



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Group Peer Feedback Form – Act Out, Speak Up Activity

Listen carefully to each group's performance. Use the table below to give a score out of 10 for each feedback category. Be respectful, honest, and encouraging in your evaluations. Focus on the strengths and offer fair, thoughtful assessments.

Feedback Category	Group 1	Group 2	Group 3	Group 4
1.Clarity – Was the message clear?	____ / 10	____ / 10	____ / 10	____ / 10
2.Creativity – Was it original and expressive?	____ / 10	____ / 10	____ / 10	____ / 10
3.Environmental Message – Did it raise awareness?	____ / 10	____ / 10	____ / 10	____ / 10
4.Solutions – Were the solutions realistic?	____ / 10	____ / 10	____ / 10	____ / 10
5. Emotional Impact – How did it make you feel?	____ / 10	____ / 10	____ / 10	____ / 10

Final Thoughts (Optional):

The most powerful message I heard today was:

One idea I would like to try or learn more about is:



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Song Writing Template

Use this template to write a song about climate change. You can use rhyming or free verse. Be creative and include a message that raises awareness and inspires action.

Title of Your Song: _____

Verse 1:

Chorus (repeats throughout the song):

Verse 2:

Optional Bridge:

Final Chorus:



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Letter Writing Template

Use this template to write a persuasive letter about climate change. Address someone who can make a difference – like a leader, your community, or future generations.

To: _____

Dear _____,

I am writing to you because

Climate change is affecting _____, and I believe we need to act now.

Here are some changes we can make or support:

- _____

- _____

I hope you will take action and be part of the solution.

Sincerely,
