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

ACTIVITIES:

1. Migrating animals
Students will prepare fact cards about migrating animals.
2. Comics reading
Students will read the comic “Migration for Every Moving Creature” and fill in the Animals and People worksheet.
3. Migration Atlas
Students 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 cards



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FLOW

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



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E1 – Migrating Animals

PREPARATION

Objectives:

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

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

Materials:

Colorful cards

Books, the Internet, and other searching materials

This activity is designed to understand the migration process of animals. Students will work in groups to prepare fact sheets about migrating animals. You can search about these animals before class:

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

IMPLEMENTATION

1. Please greet students and explain them that they are going to learn about animals today.

2. Ask students to 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. Ask students to prepare fact cards about these animals answering these questions:



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- From where to where do these animals migrate?
 - What is the migration pattern of these animals?
 - How do these animals migrate?
4. Post the fact cards on the classroom wall or board.



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E2 – Reading the Comic

Objectives:

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

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

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

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

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

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

Materials:

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

PREPARATION

This activity is designed to explain that migration is a natural process for moving creatures. Students will read “Migration for Every Moving Creature” comics and fill in the Animals and People worksheet. You are recommended to read the comic before the class.

IMPLEMENTATION

1. Deliver the comic and worksheet papers to the students. If you have technological devices, you can show the comic from the computer using the qr code or link below:





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

2. Ask students to read the comic and fill in the Animals and People worksheet. Note: If your students are younger, you can read the comic out loud and fill in the worksheet together.

3. Ask students about the similarities and differences between animals and people. Ask them how and why both animals and people migrate. Encourage students to share their ideas about migration. It is highly significant that they feel comfortable and accepted for their ideas.

4. Check the worksheets at the end of the activity and upload them [here](#).

Note: Some students may have negative ideas about migration. Please ask them to share their ideas kindly, in a way that would not harm immigrant students' feelings. However, it is highly significant that they can share their ideas. They need to be heard out loud and recognized to increase their tolerance towards immigrants.



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]

E3 – Migration Atlas

Objectives:

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

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

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

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

Materials:

World Map

Colorful pins

PREPARATION

This activity is designed to discover the place of migration in students' family histories. While discovering their roots in terms of migration, students will improve their self and social awareness about migration. This awareness is expected to help them improve tolerance and understanding their friends, neighbours and other people who migrated.

IMPLEMENTATION

1. Ask students to ask their parents about their migration history. Tell them to go back at least 3 generations to find out if they have any migration history (internal or external).
2. Bring a world map to the classroom or display a world map on the board from the projector.
3. First, share your migration history with students and pin the city or town you or your family migrated from.
4. Ask students to come to the board and pin their former residency areas.
5. After students pin their migration routes, ask they to 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



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, comic 6
- Who am I-comic 9
- Cultural School Event-comic 2

Printed “Cultural School Event” comics

Materials List for Each Activity**E1: Culture in My Life**

- **Printed/Digital Worksheet:** Cultural identity map template (with sections for traditions, language, food, values).
- **Drawing Tools:** Pens, pencils, markers, or tablets for sketching.
- **Examples:** 1–2 simple comic strips showing cultural traditions (e.g., a family celebrating a holiday).

- **Projector/Screen:** To display examples.
- **Timer:** For timed reflections

E2: Exploring Cultural Themes in Digital Comics

- **Printed Comics:** Copies of *Cultural School Event* (colored copies if possible).
- **Worksheets:** Guided analysis sheet (with prompts like "*Identify 3 cultural symbols in the comic*").
- **Whiteboard/Chart Paper:** To list themes during class discussion.
- **Sticky Notes:** For group brainstorming.

E3: Creating a Cultural Storyboard

- **Storyboard Templates:** Printed or digital (3–5 panels with space for sketches/dialogue).
- **Tools:**
 - *Digital:* Tablets/laptops with Pixton, Canva, or Storyboard That.
 - *Analog:* Paper, pencils, colored markers.



FLOW

Enhance 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.
Extend 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.
Empower 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.

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.

PREPARATION

Before the lesson, teachers should familiarize themselves with key concepts of cultural diversity, identity, and migration. They should review “Cultural School Event comics and how culture influences personal and collective identities, ensuring they can guide discussions effectively. As a suggestion, we also propose the teachers to listen to *The Culture-Centered Classroom* (2023) at <https://open.spotify.com/show/1hj7plgk6NiKLBROmfj5jj> before the lesson.

Key Points to Consider:

- Understanding cultural diversity and its significance.
- Being aware of students' diverse backgrounds to create an inclusive environment.
- Preparing to facilitate open discussions while ensuring a respectful and safe space.
- Encouraging students to reflect on their personal cultural experiences.

IMPLEMENTATION

Introduction & Warm-Up (3 minutes)

- Briefly introduce the concept of culture and its role in shaping identity.
- Ask students to think of one cultural tradition, language, or practice important to them.
- Have them share their thoughts in pairs or small groups for 1 minute.

Personal Reflection (4 minutes)

- Distribute a simple worksheet or ask students to write three key aspects of their cultural identity (e.g., traditions, food, language, celebrations).
- Encourage students to note a personal story or memory related to one of these aspects.

Creative Expression (5 minutes)

- Students quickly sketch or write a brief 3–4 panel comic strip representing their cultural experience.
- Those who prefer can write a short paragraph instead.
- Provide examples of simple digital tools or allow them to draw on paper.

Sharing & Discussion (3 minutes)

- Ask a few students to share their comics or stories with the class.
- Conclude with a brief discussion on the diversity of cultural experiences and the importance of respecting different backgrounds.

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.

PREPARATION

Key Points to Consider:

- Ensure students grasp basic cultural concepts.
- Pre-read comic examples (*Flower of a Different Garden*, *Who am I?*).
- Review storytelling structures (panels, dialogue) and cultural symbols.

Required Knowledge:

- Familiarity with basic storytelling structures in comics. For instance, teachers could read the article *Understanding the Visual Narratives of Comics* by David Latchman.
- Teachers are recommended to familiarize with cultural symbols, traditions, and values.

IMPLEMENTATION

Introduction to Cultural Themes (3 minutes)

1. Briefly introduce the concept of cultural themes in storytelling, particularly in comics.
2. Display and analyze the short digital comic Cultural School Event that reflects cultural aspects (e.g., migration, traditions, identity).

QR Code:



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

3. Ask students: *What cultural themes do you notice? What messages do these comics convey?*

Small Group Analysis (2 minutes)

- Divide students into small groups and assign each group the comic Cultural School Event.
- Each group will receive a worksheet to identify the cultural elements within the comic (language, clothing, food, etc.).
- Encourage students to discuss how these elements shape the story's meaning.

Class Discussion & Sharing (10 minutes)

- Each group presents their findings to the class in 1–2 minutes.
- The teacher facilitates discussion by comparing themes across different comics.
- Highlight key takeaways on the board.

Creative Brainstorming (5 minutes)

- Ask students to think about a cultural theme they would like to portray in a comic.
- Have them sketch a rough idea or write a brief summary of a comic story they could create.
- *Ask students "How did analyzing others' cultural stories help you understand their experiences?"*

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.

PREPARATION

Key Points to Consider:

- The lesson should build on previous activities where students explored cultural themes in digital comics.
- Encourage creativity and self-expression, ensuring students feel comfortable sharing aspects of their cultural identity.
- The focus should be on storytelling rather than artistic ability—stick figures and simple visuals are acceptable.
- Provide examples of digital comics that highlight personal or cultural experiences.

Required Knowledge:

- Basic understanding of comic strip structure (panels, dialogue, visual storytelling).
- Awareness of cultural diversity and personal identity themes.
- Familiarity with simple digital tools (if applicable).

IMPLEMENTATION

Introduction to Digital Comic Creation (5 minutes)

1. Students will receive a worksheet to identify the cultural elements (language, clothing, food, etc) within the comic Cultural School Event (language, clothing, food, etc.) and they will briefly review key elements
2. Ask students: *What makes these comics effective? How do they communicate cultural experiences?*

Story boarding & Planning (10 minutes)

- Distribute storyboarding templates to help students outline their comic ideas.
- Guide students in defining their main character, setting, and cultural theme (e.g., family traditions, migration, celebrations).
- Encourage students to sketch rough panel layouts with key dialogue and images.

Comic Creation (12 minutes)

- Students start drawing or using digital tools to create their short comic (3–5 panels).
- Circulate the room to offer feedback and support as needed.
- Emphasize storytelling over artistic perfection—focus on clear communication of cultural experiences.

Sharing & Reflection (5 minutes)

- Students briefly present their comics to the class or in small groups.
- Discuss: *What did you learn about different cultural identities? How did creating a comic help you express your own experiences?*
- Highlight the diversity of perspectives and the power of storytelling in comics.



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LEARNING PROGRAM

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MODULE

3

MIGRATION JOURNEY



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OVERALL LOOK

MODULE 3 – MIGRATION JOURNEY

 75 MIN.

OBJECTIVES:

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

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

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

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

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

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

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

ACTIVITIES:

1. Warm-Up Picture Puzzle (Visual Storytelling)

Students 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

Students 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

Students will do:

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

4. Exit Ticket & Discussion

Students will do:

- *Reflect on migration themes in comics.*



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- *Share their thoughts in small group discussions.*
- *Write a sentence summarizing their key takeaway.*

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) Students analyze comic panel fragments (without text) to predict the storyline and emotions. Through discussion, they explore how visuals alone convey meaning, building observation and critical thinking skills while introducing migration narratives through interactive storytelling.
E _{xtend} 40 mins.	Guided Comic Reading & Interactive Quiz – Migration Journeys Baamboozle Game Students read excerpts from Migration Journeys comics in small groups, focusing on character struggles and visual storytelling. They then play an interactive Baamboozle quiz that reinforces key concepts, promotes teamwork, and deepens reflection on migration themes.
E _{mpower} 15 mins.	Exit Ticket & Discussion Students reflect on migration stories in comics through guided discussion, then write a one-sentence exit ticket summarizing their key takeaway. This helps internalize learning, build personal connections, and practice concise expression.

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

Activity: Picture Puzzle (Visual Storytelling)

Objectives:

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

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

SBL. Students 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)

PREPARATION

1. Print or project selected comic panels with the text removed.
2. Select a series of comic panels that clearly show emotions and situations related to migration journeys. You may recommend panels from Comic 3.
3. Ensure you have the original panels with text available to reveal after the activity.
4. Use the guiding questions provided below to support student discussion on scene interpretation and character emotions:
 - What do you think is happening in this scene?
 - How do the characters feel? What clues in their expressions or body language help you decide?
 - What might the characters be thinking or saying in this moment?
 - What details in the background or setting give you information about their situation?
 - What emotions do you notice most strongly in this panel? Why?
 - What do you think happened just before or just after this scene?
 - How would you describe the mood of the scene, and what makes you feel that way?
5. Consider organizing students into pairs or small groups beforehand to maximize participation. write a one-sentence summary of what they learned in today's lesson o

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Teacher Instructions:

1. Display selected comic panels with text removed using projector or distribute printed copies to pairs or small groups.
2. Ask students in pairs or small groups to discuss and guess:
 - What's happening in this scene?
 - What emotions do the characters feel?
3. Facilitate a whole-class discussion allowing different groups to share their interpretations.
4. Reveal the original panels with text after students have shared their ideas.
5. Guide a reflection discussion with questions like:
 - How did your interpretation change after reading the text?
 - What visual clues helped you understand the story?
 - How do visuals alone communicate narratives?
6. Connect this activity to the module's theme by explaining how visual storytelling builds critical observation skills while engaging students in an interactive approach to understanding narratives.



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

Objectives:

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

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

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

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

SBL. Students 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>)

PREPARATION

1. **Read Comic**
2. **Set Up the Game**
 - Open the Baamboozle game: [Migration Journeys Quiz](https://www.baamboozle.com/game/3024389).

· **Alternative Option:** If technological equipment is not available in classroom, please print the questions and turn this into a **walking quiz**, where students move around the room based on their answers.

IMPLEMENTATION

Activity: Guided Comic Reading

Teacher Instructions:

1. Introduce the **Migration Journeys** comics and their themes.



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2. Assign 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. Ask students to role-play a key moment or summarize it for the class.
4. Discuss:
 - *What struggles do the characters face?*
 - *How do visuals help us understand their emotions?*

Activity: Interactive Quiz – Migration Journeys Baamboozle Game

Teacher Instructions:

3. **Set Up the Game**
 - Open the Baamboozle game: [Migration Journeys Quiz](#).
 - Share your screen (for online) or project the game (in-class).
 4. **Divide the Class into Teams**
 - Split students into 2–4 teams.
 - Let them choose fun migration-related team names (*The Travelers, New Beginnings, The Explorers*).
 5. **Explain the Rules**
 - Teams take turns selecting a question from the board.
 - If they answer correctly, they earn points.
 - If they struggle, they can ask for a *hint* or *team discussion*.
 6. **Encourage Deeper Thinking**
 - After each answer, ask follow-up questions:
 - *How does this relate to the comic’s story?*
 - *Can you connect this to a real-world migration experience?*
 7. **Keep the Energy Up!**
 - Celebrate correct answers with enthusiasm.
 - If a team gets stuck, allow others to *steal* the question.
 - Use humor and positive reinforcement to keep students engaged.
 8. **Wrap Up the Game**
 - Announce the winning team.
- Reflect: *What was the most surprising thing you learned?*

E3 – Reflection & Wrap-Up (10–15 min)

Objectives:

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

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

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

SBL. Students 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)

PREPARATION

1. Prepare colorful printed tickets. May be with date, destination

IMPLEMENTATION

Teacher Instructions:

1. **Group Discussion:** Facilitate a whole-class discussion by asking students:
 - 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:** Prompt a final reflection by asking: "What was the most surprising thing you learned today?"
6. **Exit Tickets:** Distribute the colorful exit tickets to students. Have students fill in their exit ticket.
3. Collect the exit tickets as students leave the classroom.
4. **Positive Reinforcement:** Highlight exemplary responses or insights shared during the discussion. Use positive reinforcement to maintain an engaging atmosphere. Announce the winning team from the previous activity if applicable.
5. **Closing Remarks:** Briefly summarize the day's key points and thank students for their participation and openness during discussions.

Mention any follow-up activities or readings they might engage with to deepen their understanding.

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]

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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

To prepare for this activity, teachers will be provided with all necessary classroom materials, including worksheets and fact sheets for students, as part of the module. For their own subject preparation, a curated list of reference materials, such as key legal documents, policy summaries, and academic texts. These will include examples like post-WWII refugee policies that enabled displaced persons to settle in new countries, the asylum law reforms of the 1990s which redefined refugee intake criteria, and contemporary digital visa systems that streamline labor migration. This range of materials; spanning both restrictive and open policies; will support teachers in guiding students to critically compare and contrast various migration approaches across time periods.

The teacher should print and prepare timeline worksheets that allow students to record key policies and their effects. A large visual timeline should also be set up in the classroom; this could be a physical paper timeline pinned on the wall or a digital projection where students add notes collaboratively. Access to



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research materials such as migration policy books, reliable websites, and case studies should be ensured so that students have sources to refer to while working.

IMPLEMENTATION

1. **Introduction (5 mins):** Explain what migration policies are, why they change over time, and introduce key historical contexts (e.g., open-door policies vs. restrictive measures).
 2. **Group Research (10 mins):** Divide students into groups of 5 each, assigning each a different time period or migration policy.
 3. **Timeline Construction (10 mins):** Groups research their assigned period and place significant policies on the timeline.
 4. **Discussion (5 mins):** Analyze key trends, such as shifts in refugee acceptance post-war, border control intensifications, and the impact of globalization on migration governance.
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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

For this activity, begin by reviewing the **Migration Policy Briefs** provided for Sweden, Turkey, Ukraine, the Netherlands, and Germany. These briefs contain summarized but critical information on each country's migration approach, including integration programs, asylum procedures, and support systems. No additional research is required, as the documents are ready-to-use and have been curated for accuracy and relevance.

Print and distribute the **Policy Comparison Worksheets**, which are structured to help students identify differences and similarities across countries in categories such as legal pathways, integration services, and access to employment. These worksheets include guided prompts and tick-box formats to make comparison easy and accessible for all students.

Introduce the activity with a short presentation (provided) that outlines the purpose of comparing migration policies. Then, divide the class into five groups, assigning each group one country. Each group will read the relevant brief and fill in the comparison worksheet. Afterward, use the **Q&A Slide**



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Deck to conduct a quiz session, reinforcing learning and promoting classroom engagement.

This approach ensures that teachers are fully equipped to deliver the session with minimal preparation time, using quality-controlled materials that meet the educational goals of the module.

IMPLEMENTATION

Once preparation is complete, the teacher will implement the activity in a structured, interactive session. Begin with a short 10-minute recap of the importance of migration policies and their diverse impact on displaced populations. Then proceed as follows:

Step 1: Group Assignment and Brief Distribution (10 min)

- Divide the class into 5 groups.
- Assign each group one of the following countries: **Sweden, Turkey, Ukraine, Netherlands, Germany**.
- Provide each group with the **corresponding Country Policy Brief** (links provided below).
- Instruct students to read and analyze their country's policy using the **Policy Comparison Worksheet**.

Step 2: Group Work and Worksheet Completion (25–30 min)

- Each group reads their brief and discusses the policies.
- They fill out the **comparison worksheet**, responding to prompts such as:
 - How does this country process asylum seekers?
 - What integration support exists for children and families?
 - Are there legal work opportunities for refugees?

Step 3: Interactive Review with Q&A Quiz (15 min)

- The class reconvenes.
- The teacher shares the **Q&A Slide Deck** on screen or projector.
- Ask 6–8 questions to test students' understanding. Use a simple hand-raising or group buzzer format.
- Clarify and elaborate on the answers after each question.

Step 4: Group Reflection and Class Discussion (15 min)

- Prompt students to reflect: Which policy is the most inclusive? Why?



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- Lead a discussion around trade-offs between border control and human rights.
- Encourage empathy and real-world relevance by connecting policy to lived migrant experiences.



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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

To prepare for this activity, the teacher should print copies of *Planet Fly Land* (Comics 4), which contains visual narratives of migrants' experiences. The guided reading worksheets will guide the reading activity. Please print them out so that students can work on them.

If the teacher likes, he/she can prepare other discussion questions that relate the comic's themes to real-world migration policies. These questions could explore issues such as asylum-seeking, legal documentation struggles, and integration challenges.

For the activity, the classroom should be arranged into small discussion groups, ensuring that every group has a copy of the comic and enough space to collaborate effectively.



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IMPLEMENTATION

1. **Pre-Reading Discussion (5 mins):** Ask students to reflect on the outcomes of migration policies. How do these policies affect migrants before departure, during their journey, and after arrival in the host country? Encourage students to consider both intended and unintended consequences.
2. **Reading and Analysis (10 mins):** Students read *Planet Fly Land* (Comic 4) and complete the guided worksheet analysing characters' challenges and policy influences.



- 3.
4. <https://share.pixton.com/r8j3gti>

5. **Group Discussion (10 mins):** Students discuss how different migration policies affect the characters in the comic.
6. **Class Reflection (5 mins):** Students reflect on real-life parallels, discussing how policies impact asylum-seekers, economic migrants, and undocumented individuals.

Example: If the comic features a refugee struggling to obtain legal status, relate this to real-world policies such as the EU's Dublin Regulation, which determines where an asylum-seeker's application is processed.



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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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LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

5

WE HAD TO...



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OVERALL LOOK

MODULE 5 – WE HAD TO...



OBJECTIVES:

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

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

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

A1. Students 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.

A2. Students 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.

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

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

ACTIVITIES:

1. Analysing the comic strip 'Forced Migration'

Students will 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'.

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

3. Completing the story 'Open Ending'

Students will 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)

FLOW

E nhance 20 mins.	Deepening Understanding Comic ‘Forced Migration’. Students 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’ Students will learn to work in a team, express ideas creatively and use digital tools in Pixton. They will develop their storytelling, critical thinking and empathy skills by analysing the emotional aspects of the topic of displacement. The assignment will help improve students' presentation skills by arguing their artistic decisions and discussing the challenges they faced while creating the comic.
E mpower 20 mins.	Completing the story “Open Ending” Students will develop skills in creative thinking, analysis and logical story development. They will learn how to work in a team, defend their 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. Students will use comics to identify and list the causes and consequences of forced migration due to war.

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

A1. Students 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. Students will cooperate in a team through group discussions, joint activities, and develop communication and teamwork skills.

Materials:

Digital Comic Panels on ‘Forced Migration’

PREPARATION

1. Prepare presentation with theoretical material on forced migration
2. Prepare comics in digital format focusing on forced migration themes
3. Develop question sets for plot prediction, character emotion analysis, and consequence evaluation

IMPLEMENTATION

Teacher Instructions:

1. Define key concepts: forced migration, refugees, asylum seekers, real-life examples.
2. Prepare comics in digital format on the topic of forced migration.
3. Prepare a set of questions for students to predict the development of the plot, determine the emotions of the characters and analyse the events, difficulties and consequences of their choices.

Plot Prediction

1. *Based on what you have seen so far, what do you think will happen next in the story?*
2. *What possible choices could the main character make at this moment?*
3. *How might the situation change for the characters in the next scene?*

Character Emotions

4. *What emotions do you think the main character is experiencing at this point? Why?*



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5. *How do the other characters feel? What visual clues in the comic make you think so?*
6. *How do these emotions influence the characters' decisions or actions?*

Event and Difficulty Analysis

7. *What are the main challenges or difficulties faced by the characters?*
8. *What obstacles do they encounter on their journey or in their new location?*
9. *How do the characters try to overcome these challenges?*

Consequence Evaluation

10. *What might be the consequences of the decisions made by the characters?*
11. *How could different choices lead to different outcomes for the characters?*
12. *How does the experience of forced migration affect the lives of the characters in the short and long term?*

Analyzing the Comic Strip

- Divide the comic strip into several parts



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

- 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.



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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.

- Ask students to **explain the motivations for leaving and the obstacles encountered** by the characters.
- Guide students in analysing 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?*

Important Teacher Note: Encourage all students to express their thoughts openly. Avoid passing judgment on any interpretation. Reinforce a positive and empathetic classroom environment by validating different perspectives. The goal is to foster understanding, not to arrive at a single “correct” answer.



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

Objectives:

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

A2. Students 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. Students 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)

PREPARATION

1. Introduce students to the Pixton online platform or a similar free comic-making tool. Note that Pixton has a trial version which can be used for basic comic creation. Ensure students are aware that some features may be limited unless a subscription is purchased.
2. Alternatively, encourage students to use other free tools (e.g., Canva, Storyboard That – free version, or even hand-drawn comics scanned/photographed and uploaded) if Pixton access is not possible.

IMPLEMENTATION

Teacher Instructions:

1. Divide all students into groups of 5-6 people, introduce the audience to the online comic book creation platform Pixton.

2. Prepare a set of questions for the students' presentation on the topic: “Crossing the border: fears and hopes”.

Suggested questions:

- What is the main story or journey presented in your comic?
- Who is your main character, and what motivates them to migrate?
- What are the main fears your character experiences while crossing the border?
- What hopes or dreams does your character have for the future?



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- What challenges or obstacles did the character face during the journey?
- How did you represent these emotions visually in the comic (e.g., facial expressions, colors, background)?
- How did your group decide on the ending? Is it optimistic, realistic, or pessimistic?
- What was the most challenging part of creating this comic?
- What did you learn from working on this topic as a team?

3. Ask students to explain what they found most difficult about presenting this topic.

You may prompt them with questions such as:

- *Which part of the comic was the hardest to create?*
- *Was it challenging to show emotions or difficult situations visually?*
- *Did your group have different opinions about how to portray certain scenes? How did you resolve them?*

"Create Your Own Migration Comic"

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

Students 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 a student has personal or family experience with migration and chooses to include it, they may do so voluntarily.

Important Teacher Note: Emphasize that students are not required to share personal stories. This is a creative and empathetic exercise based on imagination, observation, and learning. All student narratives should be respected equally.

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

Guide the discussion with specific questions such as:

- *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?*

Encourage students to reflect on how they turned abstract or emotional ideas into visual scenes in their comics.

E3 – Completing the story “Open Ending”

Objectives:

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

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

SEL. Students 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)

PREPARATION

1. Select and prepare a digital comic strip focused on forced migration, ending it at a tense or emotional point.
2. Arrange the classroom for group work (groups of 4–6 students).
3. Ensure a supportive, non-judgmental environment; remind students to respect all viewpoints and stay empathetic.
4. Share a short reading or visual material in advance to build context, if time allows.

IMPLEMENTATION

Teacher Instructions:

1. Present the comic strip, stopping at the most intense moment.
2. Divide the class into three groups. Assign each group a type of ending: **optimistic, realistic, or pessimistic.**



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3. Ask each group to develop and present their version of the ending, explaining:
 - Why they chose this ending,
 - What emotions or outcomes they aimed to show.
4. Lead a short class discussion comparing the endings and the different perspectives they reflect.



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MODULE

6

FAR FAR AWAY LAND



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OVERALL LOOK

MODULE 6 Flower of a Different Garden

 50 MIN.

OBJECTIVES:

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

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

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

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

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

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

SEL. Students 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

- Students 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

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

3: "Seeds of Belonging" – Personal Action Design

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

MATERIALS:

- Comic printouts *Flower of a Different Garden*
- Spectrum mapping templates



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

FLOW

E nhance 15 mins.	Belonging Through the Comic Lens Emotional and conceptual connection to integration through storytelling
E xtend 20 mins.	The Belonging Spectrum Critical analysis and synthesis of belonging in real and fictional contexts
E mpower 15 mins.	Seeds of Belonging Personal reflection, creative action planning, and community-building



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

PREPARATION

Objectives:

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

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

SEL: Students 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

This activity is designed to help students explore the concepts of belonging and integration through a close reading of the comic “Flower of a Different Garden.” Students will analyze the story from different perspectives, focusing on inclusion/exclusion, symbolism, and emotions.

Before the class, print out the comic (one copy per group) and prepare group lens cards that assign each group a specific focus: inclusion/exclusion, symbols and metaphors, or emotional reactions.

Provide materials such as large sheets of paper, markers, and optional emoji cards to support creative presentations. Teachers should review the comic in advance and be ready to guide students in connecting story elements to broader themes of social belonging and empathy.

IMPLEMENTATION

1. Greet students and introduce the activity. Explain that they will explore the themes of belonging and integration by analyzing the comic “Flower of a Different Garden” from different perspectives.

2. Divide students into small groups and assign each group a specific lens:

Group A: Inclusion and exclusion moments

Group B: Symbols and metaphors of integration

Group C: Emotional reactions of the characters

3. Distribute the comic to each group along with a short explanation of their assigned lens. Give students time to read the comic and identify key moments related to their focus.



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

4. Each group will then summarize what belonging and integration look like from their perspective and prepare a creative presentation using a method of their choice (e.g., drawing, keyword graffiti wall, emoji mood map).

5. Groups will present their findings to the class. After each presentation, facilitate a short discussion connecting their insights to real-life examples of inclusion and exclusion in school or society.

Note: Please take a picture of student products and upload them [here](#).

6. Conclude the activity by reflecting on how understanding different perspectives helps build empathy and appreciation for diversity, and how everyone can contribute to creating a more inclusive environment.

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

Printable Feelings Template



E2 – The Belonging Spectrum” – Integration Mapping Challenge

Objectives:

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

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

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

A3: Students 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

Real-life examples cards (optional)

PREPARATION

This activity is designed to help students analyze different levels of social integration and reflect on real-life examples of inclusion and exclusion. The “**Belonging Spectrum Map**” provides a visual framework that encourages critical thinking and discussion.

Before the class, prepare a **spectrum template** (Exclusion → Tolerance → Inclusion → Belonging) either printed or projected. (Printable Template on page 9)

Print or prepare comic excerpts or character quotes for each group to work with. Gather additional materials such as markers, sticky notes, or digital tools if your students use tablets or laptops.

Teachers should review key scenes in the comic to guide students in placing moments accurately along the spectrum and be ready to facilitate the gallery walk and final discussion.



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IMPLEMENTATION

1. Introduce the activity by explaining that students will explore the different levels of social experience using a “Belonging Spectrum Map” ranging from exclusion to belonging.

2. Divide students into small teams and distribute the spectrum templates along with selected quotes or moments from the comic “Flower of a Different Garden.” Each team will analyze these moments and decide where they belong on the spectrum. Students should discuss and write a short explanation justifying each placement.

3. Next, students reflect on real-life situations in their school or community where people may feel excluded, tolerated, included, or truly a part of a group. These examples are also placed on the spectrum, prompting discussion on similarities and differences between the fictional and real contexts.

4. Once all teams complete their maps, invite students to participate in a gallery walk, reviewing the maps created by their peers. Encourage them to ask questions or leave sticky notes with comments or insights.

5. Wrap up the activity with a short class discussion, focusing on the factors that influence movement along the spectrum and what individuals or communities can do to help others feel a stronger sense of belonging.

Spectrum Template



E3 – “Seeds of Belonging” – Personal Action Design

Objectives:

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

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

Material:

Seed-shaped cards

Classroom poster

Colored markers or Digital tools

PREPARATION

This activity is designed to help students reflect on their personal role in creating inclusive environments and to take meaningful, symbolic action. The “Seed of Belonging” cards represent small everyday actions students can commit to in order to support integration and belonging.

Before the class, prepare seed or flower or tree shaped cards (printed or hand-cut) and a large “Garden of Inclusion” poster or board where students can place their cards. Provide colored markers for creative expression. If your classroom uses digital tools, be ready to guide students in transforming their action into a social media post, short video, or digital artwork. Review examples of small inclusive gestures to help spark student ideas if needed.



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IMPLEMENTATION

1. Introduce the activity by asking students: “What can YOU do to help someone feel they belong?” Emphasize that even small actions can make a big difference in someone’s life.

2. Distribute the seed or flower or tree-shaped cards and invite students to write or draw one specific action or gesture they will commit to — something realistic and meaningful in their daily school or community life.

3. Once completed, students will place their seeds on the “Garden of Inclusion” poster, symbolizing collective responsibility for fostering belonging.

4. If using digital tools, encourage students to creatively represent their action through a social media caption, short video, or digital poster to share with the class or school community.

5. Conclude the activity by inviting a few students to share their seed and reflect on how small individual actions contribute to a more inclusive environment. Optionally, keep the garden poster displayed as a long-term classroom visual reminder of their commitments.

6. Please take pictures of students’ Garden of Inclusion and upload them [here](#).

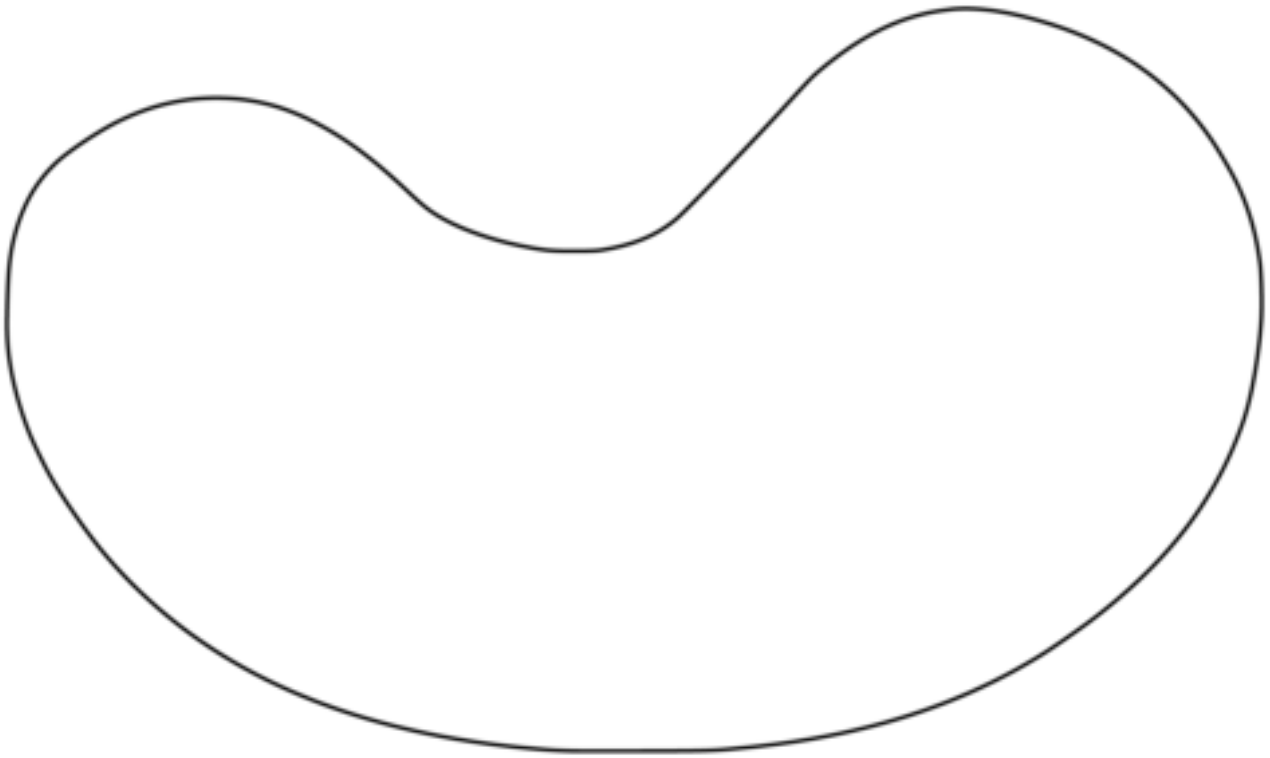
Printable samples of seed, tree and flower can be found on the next pages (pp. 12-14).



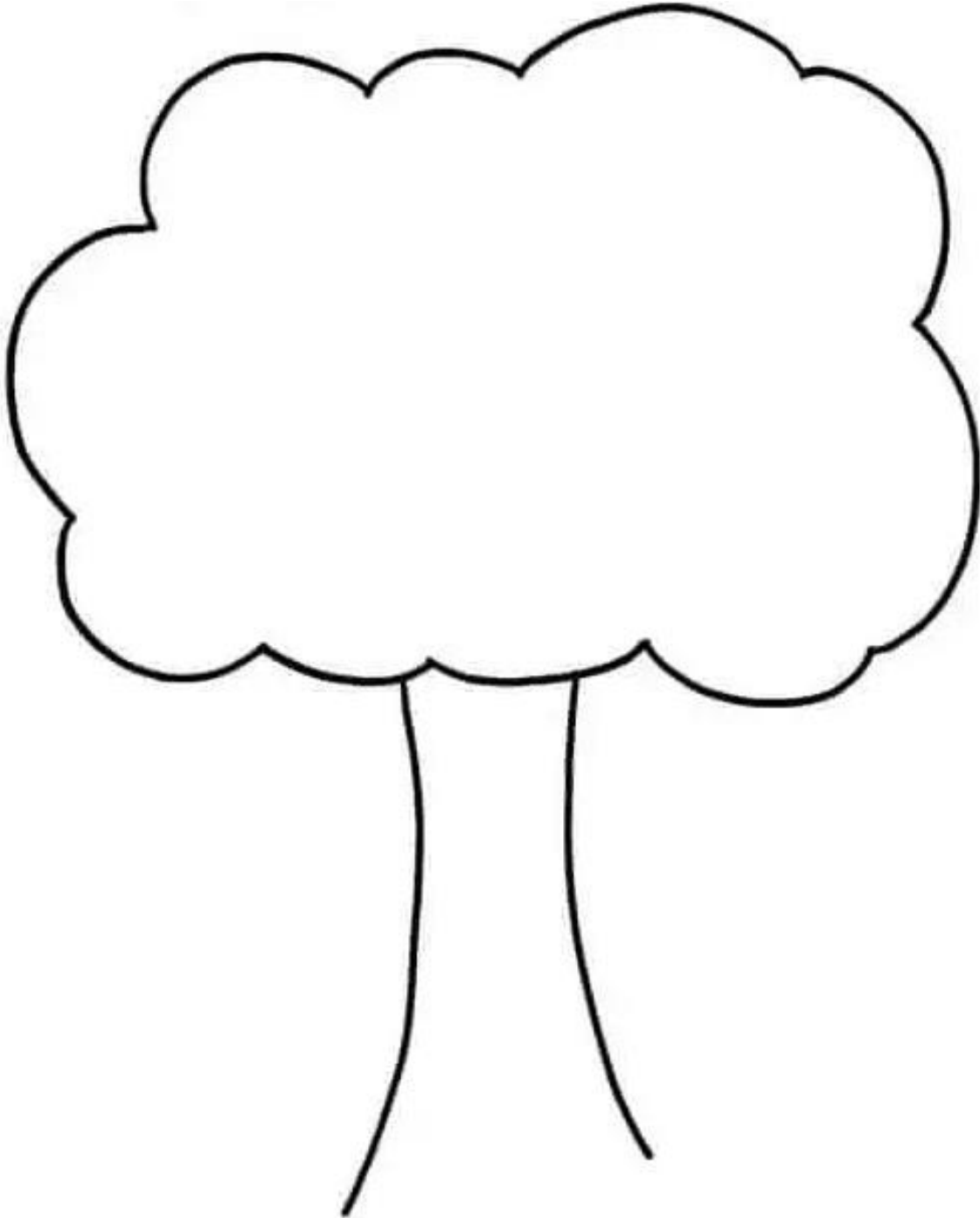
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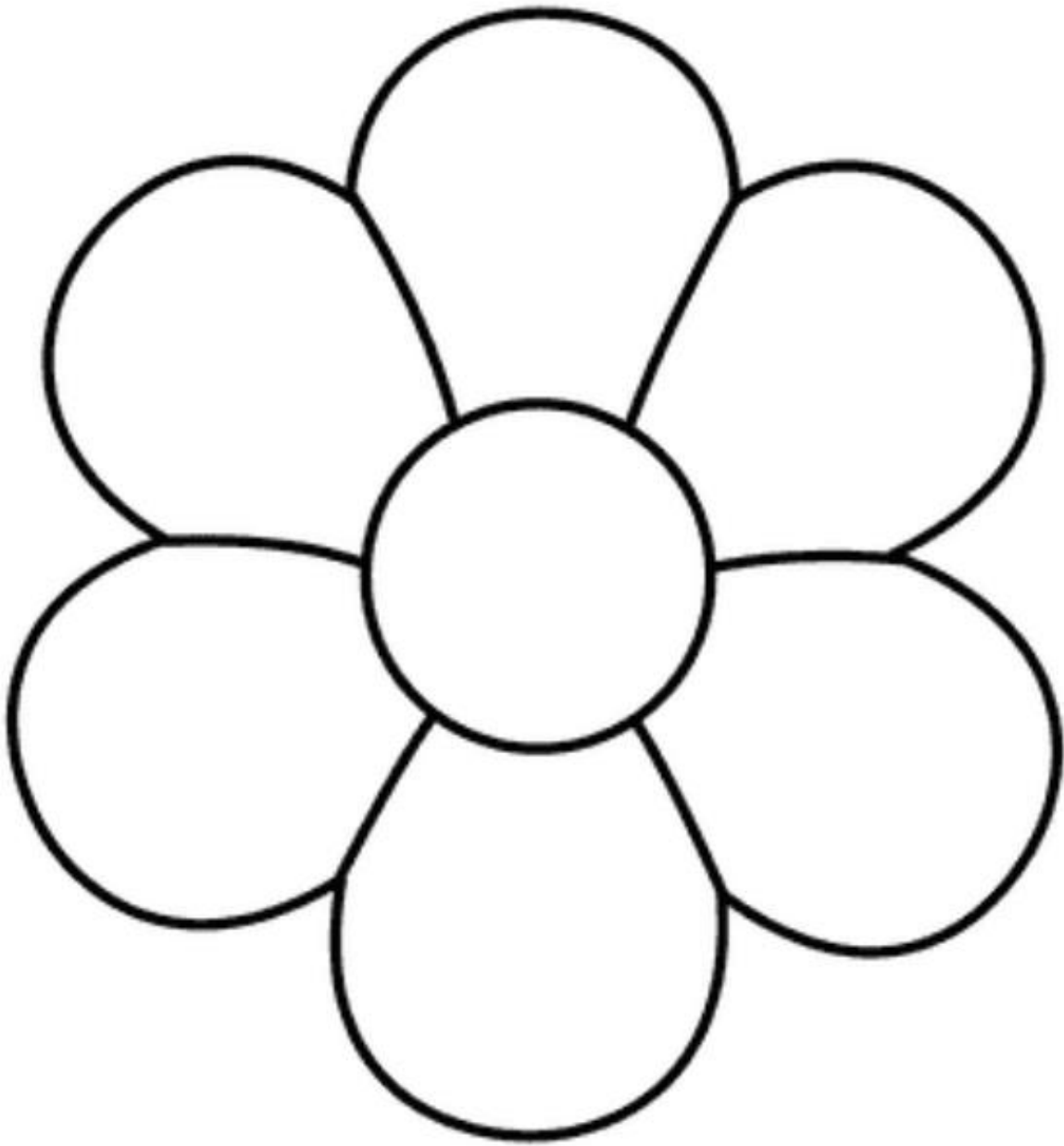
Sample of Seed



Sample of Tree



Sample of Flower





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Activity Alternatives

1. Integration Soundtrack

Students will curate a playlist that represents the emotional journey of belonging and integration. Each student or group selects 4–6 songs, linking each one to a stage such as exclusion, hope, transition, acceptance, and celebration. They will then present their playlists, explaining how each song reflects emotional or social aspects of the theme. Teachers can also invite students to create cover art or a title for their playlist, making it a multimedia reflection on identity and empathy.

2. Identity Suitcase

Provide students with a blank suitcase template (physical or digital). They will fill it with symbolic items representing aspects of their identity, heritage, and what they bring with them when entering new environments (e.g., family traditions, skills, dreams, values). This activity is reflective and helps students explore what shapes their identity and how that identity might interact with a new community. Suitcases can be displayed or turned into a classroom exhibition.

3. Voices from the Garden – Podcast Project

Students work in pairs or small groups to record a short podcast episode inspired by the comic. They may tell a story from the perspective of a character, interview each other on what belonging means to them, or share reflections on real integration challenges in society. This activity promotes storytelling, media literacy, and empathy. Students can title their episode, design a logo, and optionally upload their content to a shared class platform.

4. Role-Reversal Interviews

Students pair up and take turns interviewing each other in role play — one acts as a newly arrived student or migrant, the other as a local welcoming them. Afterward, they switch roles. They reflect on how it felt to be welcomed or excluded, and how language, attitude, and empathy can shift someone's experience. This activity encourages perspective-taking, listening skills, and emotional intelligence.



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DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

1

AT SCHOOL



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OVERALL LOOK

MODULE 7 –AT SCHOOL



40 MIN.

OBJECTIVES:

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

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

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

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

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

ACTIVITIES:

1. Role playing for Bad

Students will role play given situations in their groups to display negative attitudes towards newcomers.

2. Comics reading

Students will read the comic “Hello...?” and list the negative and positive behaviour and attitudes towards newcomers.

3. Role-playing revision

Students will turn their role-playing in the first activity to the positive ones.

MATERIALS:

- Role-playing cards
- Role-play rating cards
- Comic – “Hello...?”
- Welcoming attitudes worksheet



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FLOW

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



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E1 – Role-playing for Bad

Objectives:

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

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

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

Materials:

Role playing cards

Role play rating cards

PREPARATION

This activity is designed to display negative attitudes towards newcomers. When children of immigrant families start school, they face certain difficulties while getting new friends and adjusting to the school. You can watch this video to give you some ideas about the difficulties and immigrant newcomer student face at school: <https://www.youtube.com/watch?v=FdeioVndUhs>

IMPLEMENTATION

1. Please greet students and explain them that they are going to play a role-play game. Ask them to form groups of 4, depending on the class size. Ask each group to select a group name.

2. Give each role-play card to one group and ask them to prepare to display their role-playing in front of the class. Tell them that they have 3 minutes to get prepared, and they can improvise.

3. Give role-play rating cards to each group. While one group is performing their role-play, the others will rate the group.

4. Ask each group to present their role-play in front of the class.

5. 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 for the 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:



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E2 – Reading the Comic

Objectives:

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

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

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

Materials:

“Hello...?” comic handouts

Welcoming Attitudes worksheet

PREPARATION

This activity is designed to introduce positive and negative ways to welcome a newcomer. Students will read “Hello...?” comics and fill in the Welcoming Attitudes worksheet. You are recommended to read the comic before the class.

IMPLEMENTATION

1. Deliver the comic and worksheet papers to the students. If you have technological devices, you can show the comic from the computer using the qr code or link below:



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



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2. Ask students to read until panel 6 first and direct this question: “What do you think will happen next?”. Ask students to write their examples on their worksheets. Students will give negative examples of welcoming.

3. Then, ask students to read until the 21st panel (end of page 2) and fill in the Welcoming Attitudes worksheet. After they finish the worksheet, ask them again: “What do you think will happen next?” and write on the worksheet.

4. After students write and share their examples, ask them to read the rest of the comic and fill in the worksheet.

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

Note: Encourage students to give examples and write their answers. It is significant that you do not judge their answers as the objective of this activity is to raise awareness and empathy towards newcomers and immigrants.



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Welcoming Attitudes worksheet

1. What do you think will happen after Ali enters the school (panel 6)?

[illegible]

2. Please list negative behaviours towards newcomers and differences.

[illegible]

3. What do you think will happen after Ali takes a breath the school (panel 21)?

[illegible]

4. Please list positive behaviours towards newcomers and differences.

[illegible]



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E3 – Role-playing Revision

Objectives:

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

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

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

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

Materials:

Role playing cards

Role play rating cards

PREPARATION

This activity is designed to reverse the negative behaviours towards newcomers in the first activity. Students will use the information provided in the comics to reverse their first role-plays.

IMPLEMENTATION

1. Ask students to go back to their groups in the first activity and take the role-playing cards.
2. Deliver new role-play rating cards to the students.
3. Ask students to reverse the stories in the cards and display a short role-playing performance based on positive behaviours towards newcomers and differences.
4. Ask each group to perform their role-play and each group to rate the performing group. You can tell students that the best group will be selected based on the ratings.
5. Congratulate students for their effort and performances. Select the best-rated group and congratulate them.
6. Ask students to 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

2023-1-TR01-KA220-SCH-000166103

MODULE

8

YOU NEVER KNOW



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OVERALL LOOK

MODULE 8 – YOU NEVER KNOW



40 MIN.

OBJECTIVES:

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

ACTIVITIES:

1. Who are They?
Students will explore famous refugees and discuss their contributions.
2. Venn of Migration
Students will read the comic "Different Directions" and draw a venn diagram about different contexts of migration.
3. Archeologist's Speech
Students 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



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FLOW

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



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E1 – Who Are They?

Objectives:

C1. Students will explain the development initiated with immigrants.

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

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

Materials:

"Who is it?" worksheet

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

C3. Students will analyse the effect of migration on development on personal level. 5 mi 5 mins..

PREPARATION

This activity is designed to introduce the strengths that immigrants and refugees bring to societies and countries. On "Who is it?" worksheet, you can see famous artists, sportspeople and entrepreneurs who brought advantage to different countries. You can include more names to the worksheet if you like. Printout the worksheet (number of your students/2) and cut it from dotted lines before the class.

IMPLEMENTATION

1. Please greet your students and explain them that they 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, explain students the 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 share this chart below with your students:

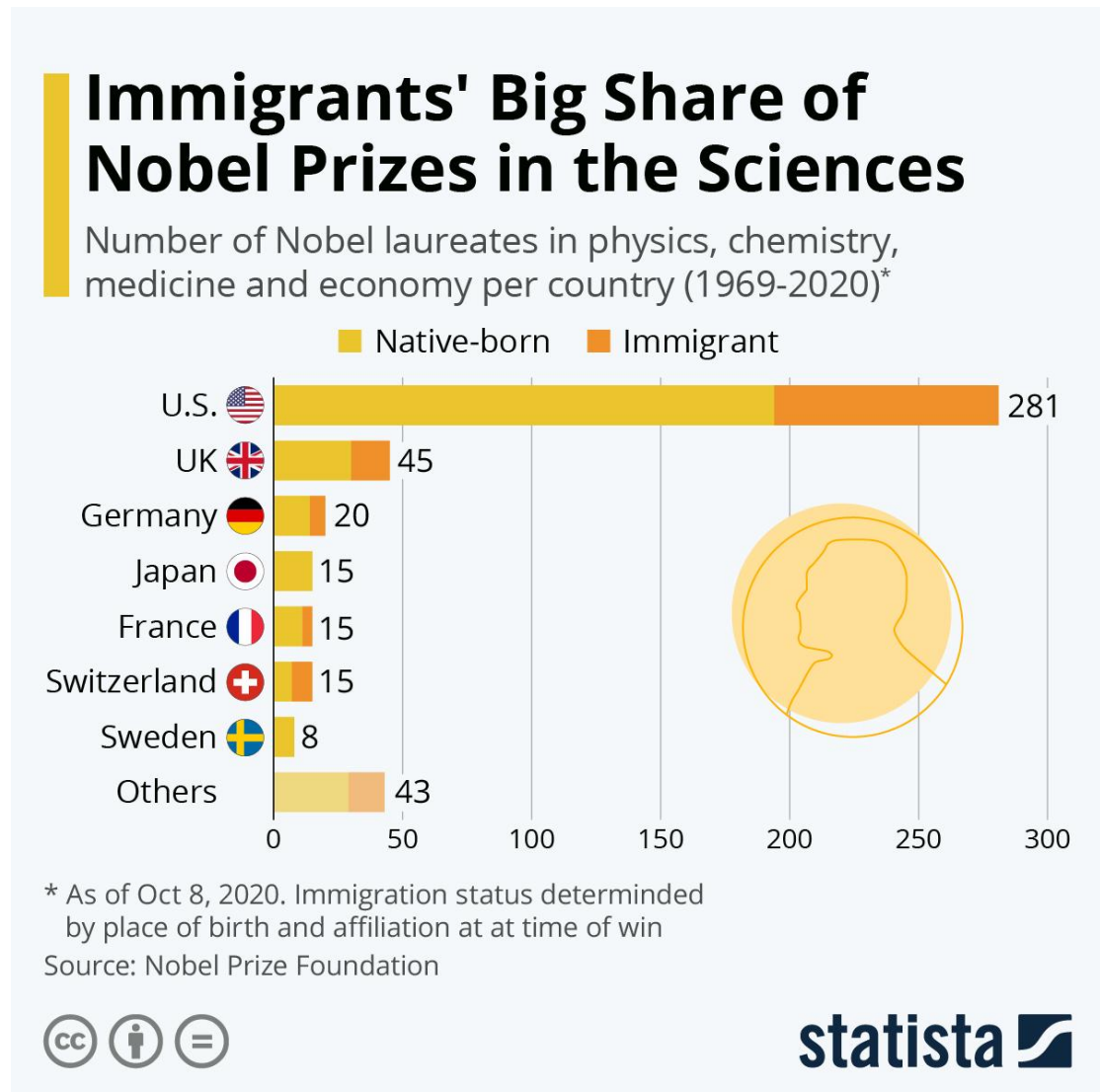


Figure 2. Nobel Prize and Migration
(<https://cdn.statcdn.com/Infographic/images/normal/19646.jpeg>)



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E2 – Venn of Migration

Objectives:

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

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

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

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

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

Materials:

Comic 8 - *Different Directions*

Venn Diagram worksheet

20 mins

PREPARATION

In this activity, students will read the comics *Different Directions* and create a Venn diagram on the advantages of immigrants, local communities, and the country. Please refer to these websites for background knowledge on how migration contributes to country's development.

[OECD](#)

[International Organization for Migration](#)

[The Economist](#)

Print out the Venn diagram worksheet as half many as the students. Students will write the advantages that the comics presents and reminds them of. They can provide examples outside the comic. Please scaffold them when they need.

IMPLEMENTATION

1. Please hand out the Venn diagram worksheet to students. Explain them that they will read comics and fill in the Venn diagram on the advantages of immigrants, local communities, and the country.



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2. a. In classrooms with digital tools, share this link with your students:

<https://share.pixton.com/r9laojd>



- b. In traditional classrooms, print out Comic 8 *Different Directions* and distribute them to students.
3. Ask students to read individually and work in pairs to fill the Venn diagrams.
4. Ask students to explain their Venn diagrams. Comment on their diagrams and explain how migration contributes to development.
5. Hang the Venn diagrams on classroom board.
6. Scan or take pictures of students' diagrams and upload them [here](#).



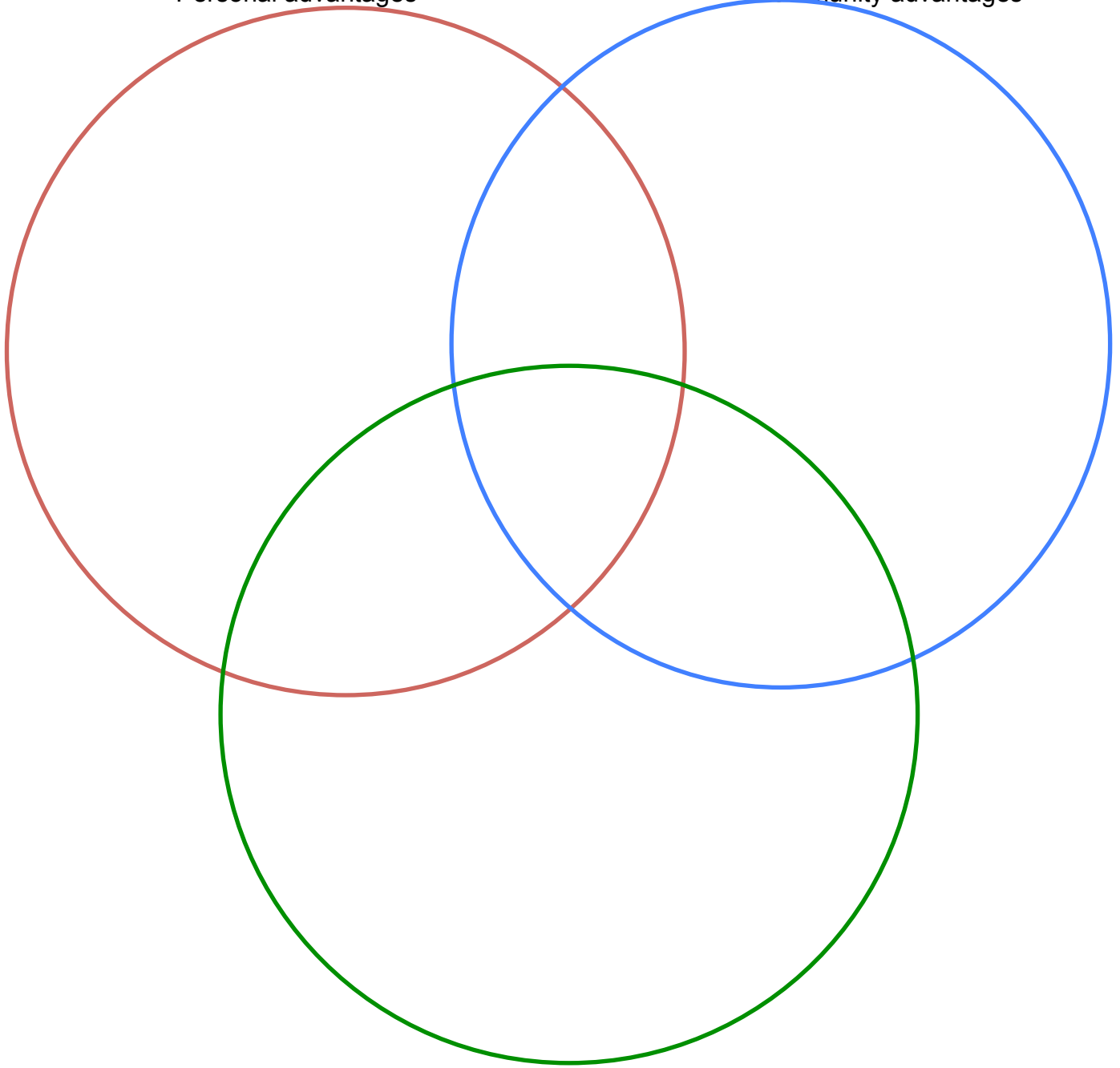
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Venn Diagram Worksheet:

Personal advantages

Community advantages



Advantages on country level



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E3 – Archeologist's Speech

Objectives:

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

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

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

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

Materials:

Notebook and pencil

PREPARATION

In this activity, students will write about what happens after Carl and his family go to Egypt. Carl and his family go to Egypt and Carl's father gives a speech to television about an interesting exploration. Students need to use the advantages they outlined in Venn diagrams.

Print out the worksheets as many as the students. Students will work individually in this activity.

IMPLEMENTATION

1. Tell students that Carl and his family go to Egypt. Ask them to write the rest of the story on the worksheet.

2. Ask students to use the advantages they outlined in the Venn diagram in previous activity.

3. Ask students to read their stories.

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

P.S. All students may not be able to read their stories. If so, please read the stories after the lesson and write short comments or responses on students' stories.



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Archeologist's Speech Worksheet

[illegible]

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

[illegible]



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LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

9

MULTIPLE BELONGINGS



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OVERALL LOOK

MODULE 9 – MULTIPLE BELONGINGS 40 MIN.

OBJECTIVES:

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

ACTIVITIES:

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

FLOW

E nhance 10 mins.	I am Different Students will write their different or special attributes on cards and put in a jar.
E xtend 20 mins.	Comics reading Students will read the comic “Who am I?” and play the Guided Reading Ball game.
E mpower 10 mins.	Multiple Me’s Students 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. Students will be able to explain the value of differences.

A2. Students will value different attributes.

SEL1. Students will increase their self-awareness in terms of differences.

Materials:

Colorful cards

A jar

PREPARATION

This activity aims to lead students to think about their special and different attributes. Students will write their different and/or special attributes on cards and put in a jar. Please encourage students by giving examples from yourself or other famous characters.

IMPLEMENTATION

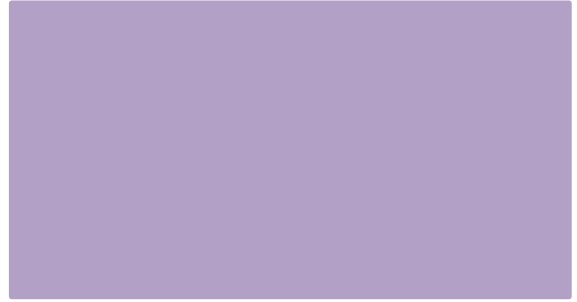
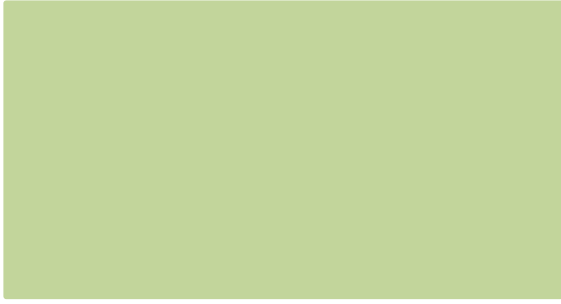
1. Please greet students and explain them that you are going to focus on differences in this activity.
2. Distribute the colourful cards to students and ask them “What makes you different than others?”
3. If necessary, you can give examples about yourself, any person you know or a celebrity.
4. Ask students to write their answers on colourful cards and not share with their friends.
5. Ask students to fold their cards and put them in the jar that you brought to class.



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Colorful cards





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E2 – Reading the Comic

Objectives:

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

Materials:

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

PREPARATION

This activity is designed to introduce the comic “Who Am I?” to students. Students will read the comic and focus on the multiple belongings in the story. After reading the comic, they will play “Guided Reading Ball” game. In the game, each student will ask a question while throwing the ball to a friend. The student receiving the ball will answer the question. After giving the right answer to the question, s/he will throw the ball to someone else and ask another question.

IMPLEMENTATION

1. Deliver “Who Am I?” comic strip to the students. If you have technological devices, you can show the comic from the computer using the qr code or link below:



<https://share.pixton.com/r8jwzif>



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2. Ask students to read the comic and prepare questions for the Guided Reading Ball game. Explain the game to the students as such: "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."

3. Walk around the classroom while students are reading and preparing questions. Guide them to focus on the multiple belongings and prepare questions such as:

- What is the problem in the story?
- How does Olene feel at home and school?
- What is the difficulty Olene facing in the story?
- How does Olene describe her experience at school?
- What emotions does Olene experience when she's at home?
- What does Olene mean by not belonging to "one place but more"?
- How does the concept of "belonging" differ at school and at home for Olene?
- What might Olene's feelings of being a "stranger" at school and at home suggest about her identity?
- How does the experience of being an immigrant impact Olene's sense of belonging?
- Why do you think Olene struggles with fitting in at both school and home?
- What role do cultural differences play in Olene's feelings of alienation?
- How does the text explore the concept of "multiple belongings" through Olene's perspective?

If students do not ask these questions, you can ask these questions to raise awareness about multiple belongings.

4. After students finish reading the comic, ask a question to a student and throw the ball.

5. Guide students through the game and focus on multiple belongings.



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E3 – Multiple Me's

Objectives:

C1. Students will be able to explain the value of differences.

A1. Students will recognize how adapting to a new culture can be difficult.

A2. Students will value different attributes.

SEL1. Students will increase their self-awareness in terms of differences.

SEL2. Students will increase their relationship skills through pair work.

Materials:

Notebooks/papers

PREPARATION

This activity is designed for students to write short stories about differences and multiple belongings. Please guide them to focus on the feelings and experiences in their short stories. Students are expected to write about immigrants' or newcomers' perspectives about multiple belongings.

IMPLEMENTATION

1. Ask students to get in pairs and pick two cards from the jar.
2. Tell them that they are going to write about a character who has the attributes they 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 they picked will be how the character behaves at home while the other will be the way the character behaves at school. Students are expected to write about the character's experiences and feelings at home and school.
3. You can use this direction:
"Please write a short story about a character you chose. This character is experiencing difficulties at home and school for having different/special attributes."
4. Please walk around the classroom and guide students while they are writing their short stories.
5. After students finish their short stories, ask them to fill in reflection cards and upload their 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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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

Students 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

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

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

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



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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

- 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)



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FLOW

 25 mins.	What We See, What We Cause <i>Students 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.</i>
 30 mins.	Voices in the Storm: Predicting the Climate Story <i>Students will collaboratively complete and analyze a digital comic by predicting dialogue, then compare their version with the original to explore environmental narratives and perspectives.</i>
 35 mins.	Act out, Speak Up: Creative Calls for Change <i>Students will create and share a persuasive letter or song that expresses their 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 reflection)

Optional: A3 paper to summarize class average footprint



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PREPARATION

“What Do You See?” Activity

- Prepare a slideshow or printouts of 3–4 real-life climate change photos (e.g., melting glaciers, wildfires, floods, drought).
- If using printouts, ensure there are enough for small groups or pairs.
- Prepare a few guiding questions for discussion (e.g., “What do you see?”, “What might have caused this?”, “Who is affected?”).

“The Carbon Footprint Checklist” Activity

- Print one checklist per student.
- Ensure students have pens/pencils.
- Prepare the board for an optional class score summary.
- Familiarize yourself with a few example items from the checklist.

IMPLEMENTATION

“What Do You See?” Activity

1. Introduction (1 minute)

Greet the class and say:

“Let’s begin by looking at some real images showing the effects of climate change around the world. We’ll observe them and share what we think is happening and why.”

2. Image Exploration (8 minutes)

- Display each image on the screen (or distribute printed ones).
- Ask students to describe what they observe.
- Use guiding questions to spark brief whole-class or small-group discussion.
- Encourage students to connect images to environmental causes and consequences.
-

3. Transition (1 minute)

Summarize the discussion and say:

“Now, let’s look inward and examine how our daily choices affect the planet.”



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“The Carbon Footprint Checklist” Activity

1. Introduction (1 minute)

Say:

“You’re going to complete a short checklist to find out how your habits affect the environment. It’s not a test—just a reflection.”

2. Explain the Scoring (2 minutes)

- Briefly explain the point system (1 = low impact, 3 = high impact).
- Go over one or two example items together.

3. Student Completion (7 minutes)

- Students complete the checklist individually.
- Ask them to total their scores at the bottom.

4. Quick Reflection (5 minutes)

- Invite 2–3 volunteers to share their scores or one habit they could change.
- Write a few scores on the board and calculate the class average (optional).
- Ask a closing question:
“What’s one small step you could take to reduce your carbon footprint?”



https://1.bp.blogspot.com/-6q-Kog_yfMU/VPmGJx5sxRI/AAAAAAAAAEw/V1h_Qpq0M1M/s1600/23_107drought_australia.jpg



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



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<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

PREPARATION

- Print enough copies of the Comic Part 1 – With Speech Bubbles (one per group of 4 students).
- Print enough copies of the Comic Part 2 – Empty Speech Bubbles (one per group of 4 students).
- Prepare pens or pencils for each group.
- Optionally provide colored pencils or markers if you want students to illustrate or emphasize emotions visually.
- Review the comic pages yourself to become familiar with the content and flow of the story.
- Prepare 2–3 prompt questions on the board or a handout to guide students as they complete their version of the comic. Examples:
 - *“How do these characters feel?”*
 - *“What might they say or think in this situation?”*
 - *“What message do you want to give through your ending?”*

IMPLEMENTATION

Step 1: Read the First Half (5 minutes)

- Divide students into groups of 4.



<https://share.pixton.com/r1z97ac>

- Distribute Part 1 of the comic (with speech bubbles completed).
- Instruct groups to read the comic together and make sure they understand the context and tone.

Step 2: Predict and Complete the Comic (15 minutes)

- Distribute Part 2 of the comic (with empty speech bubbles).



<https://share.pixton.com/r1z48uf>

- Each group will now complete the story by writing dialogue in the blank bubbles.
- Encourage creativity, emotional realism, and climate awareness in their responses.
- Circulate around the room, offering support and asking open-ended questions like:
 - *“What’s the tone of your ending?”*
 - *“How does your version raise awareness?”*

Step 3: Compare with the Original (15 minutes)

- Give each group the original full version of the comic (Part 2 with completed bubbles).



<https://share.pixton.com/r8jupei>

- Ask them to compare their version with the official one.
- Facilitate a discussion within groups or the whole class:
 - *“What was similar or different?”*
 - *“Which version was more impactful or emotional?”*
 - *“What message did the original try to give?”*



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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



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PREPARATION

1. Print and Prepare Materials:

- One song or letter template per group (or let groups choose one format)
- One peer feedback form per student (group-based score sheet for evaluating four groups)

2. Classroom Setup:

- Arrange students in small groups (3–5 students per group)
- Prepare an open area or front space for group presentations

3. Gather Supplies:

- Ensure each group has pens or pencils and optional colored materials for creativity

4. Preview the Task:

- Review the letter/song templates in advance. You can make changes on it.
- Be ready to support groups with brainstorming or structure ideas

IMPLEMENTATION

Step 1: Group Writing Phase (20 minutes)

1. Introduce the Task

Say:

“Each group will now create a song or a letter to raise awareness about climate change. You will include your message, emotions, and at least one solution for a better future.”

2. Distribute Templates & Form Groups

- Give each group their chosen template (song or letter).
- Review the basic structure together:
 - Letters: greeting → problem → solution → closing
 - Songs: verse–chorus format or storytelling with emotion

3. Collaborative Writing (15–18 minutes)

- Groups write together. Encourage everyone to contribute.
- Circulate to ask guiding questions:
 - *“What’s the message you want to leave the audience with?”*



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- *“Can you connect this to something we’ve learned?”*

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

1. Explain the Feedback Process

Say:

“Now we’ll listen to a few groups perform or read their letters. As you listen, use your feedback form to rate each group on message, creativity, and impact.”

2. Distribute Peer Feedback Form

- One form per student or per group (with scoring columns for each group).

3. Presentations (3–4 groups)

- Invite each group to present their piece (2–3 minutes each)
- Allow a short pause between groups to let peers score on their forms

4. Wrap-Up Reflection

- Invite students to share what messages stood out
- Optionally collect feedback forms or ask students to discuss their ratings



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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,
