



HANDBOOK



AGE OF SOLIDARITY





• Visegrad Fund

**The project is co-financed by the governments
of Czechia, Hungary, Poland and Slovakia
through Visegrad Grants from the International Visegrad Fund.**

The mission of the fund is to advance ideas for sustainable
regional cooperation in Central Europe.



AGE OF SOLIDARITY

Age of Solidarity – Youth Voices for Social Justice

is a joint project of four partner organisations:

Caritas Czech Republic
Caritas Hungary
Caritas Poland
EDUMA, n.o.



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UNDERSTANDING MIGRATION

This handbook was created as a practical resource for educators, youth workers, and community organizers committed to **promoting social justice and fostering inclusion in their communities.**

Born out of the Age of Solidarity—Youth Voices for Social Justice project, this handbook combines innovative storytelling with actionable teaching methods. The project aims to raise awareness about the real-life experiences of vulnerable young migrants and challenge the stereotypes and prejudices that often surround issues of migration. By capturing authentic voices through video testimonials and translating these experiences into engaging lesson plans, the project empowers educators to spark meaningful conversations and inspire active civic engagement.

This collaborative resource is a joint effort by **Caritas Czech Republic, Caritas Hungary, Caritas Poland and Eduma n.o.** It has been made possible thanks to the generous support of our donor, the **Visegrad Fund**, and the collective expertise of the project authors who contributed to its development.

Designed for anyone interested in integrating real-life stories into educational settings, this handbook serves as a guide and an inspiration for creating a more empathetic and informed society. Enjoy exploring the materials and ideas; may they help you inspire change in your community.

AGE OF SOLIDARITY



ABOUT ORGANIZATIONS

About Organizations

Caritas Czech Republic

Caritas Czech Republic is the oldest non-profit organization at the national level and the biggest non-state provider of social and health services. Our network comprises more than 320 Caritas organizations of different sizes – from small parishes to Diocesan or Archdiocesan. Every year, we help nearly 150,000 people across the country. We actively support young migrants and promote social inclusion through various programs and services. We provide free social counselling, low-threshold Czech language courses, assistance with administrative procedures, interpretation services, and other support to help young migrants integrate into Czech society. Additionally, we run an information hotline offering legal, social, and educational guidance.

Beyond direct support, we also advocate for systemic changes that improve the conditions for migrants and refugees in the Czech Republic. Our organization raises awareness, influences policy, and fosters a more inclusive society.

Furthermore, we organize leisure activities for children and youth, including tutoring, workshops, excursions, and summer camps, fostering their inclusion and personal development. These initiatives aim to create an inclusive environment where young migrants can thrive and participate fully in their new communities.

Caritas Hungary

Caritas Hungary is the official Aid Organisation of the Hungarian Catholic Church. It helps people in need by maintaining social and healthcare facilities and providing various help programs and actions across the country, regardless of age, gender, or denomination.

Within Hungary, the local work of 802 parish Caritas groups is coordinated by 16 Diocesan Caritas Centers. Caritas Hungary's National Headquarters organize nationwide operations, international cooperation and emergency relief. Around 10,000 volunteers, 450 staff members and 22 social institutions take part in carrying out Caritas Hungary's mission, focusing on **helping the following people:**

- the elderly and sick,
- families in need
- disabled individuals and those with reduced capacity to work
- people with addictions
- the homeless
- socially disadvantaged minorities
- refugees and persecuted Christians
- victims of disasters

Caritas Hungary's participation in providing emergency relief abroad and aiding refugees started during the political transition period 1989, immediately after the "Pan-European Picnic" (opening the Hungarian-Austrian borders for East German citizens). Since then, a plethora of emergency relief operations have been implemented abroad, such as in Croatia in 2020, Turkey, Italy, and Slovenia in 2023, and Lebanon in 2024 (ongoing). Moreover, Caritas Hungary is increasingly cooperating with other national Caritas organizations in the region.

Hungary is currently facing one of the most significant humanitarian challenges in its recent history, receiving over 4,200,000 individuals fleeing the war in Ukraine. Deeply involved in providing aid for those displaced, Caritas Hungary has

contributed significantly to the country's refugee aid efforts: it has provided emergency assistance for those arriving at the border, to Budapest, or the Dioceses. Since mid-June 2022, Caritas Hungary's Budapest Integration Center has been helping refugees wishing to settle in Hungary, assisting in securing long-term employment, organizing free Hungarian language courses and summer camps, providing free medical screenings, and other services. As a result, Caritas Hungary has so far been able to provide assistance to approximately 43,000 refugees. Additionally, Caritas Hungary is also continuously helping those internally displaced in Ukraine, having sent more than 500 aid shipments of 500 tons of food and other necessities in close cooperation with the Ukrainian Caritas network, the total worth exceeding 2 million EUR.



Caritas Poland

Caritas is the largest charitable organization in Poland, committed to upholding the dignity of every human being, regardless of nationality, religion, age, or life circumstances. Caritas supports those in need through a network of 45 diocesan branches, over 1,000 facilities, 20,000 employees, and 60,000 volunteers, ensuring a nationwide presence. The organization also carries out humanitarian projects worldwide, including in Ukraine, Syria, Gaza, and Yemen. For years, Caritas has assisted seniors, children and youth, the chronically ill, the homeless, and individuals at risk of social exclusion, including migrants and refugees. The first three Caritas Centers for Migrant and Refugee Assistance were opened in 2018, and by 2022, the number had grown to 32. By the end of 2023, over 92,000 beneficiaries had registered at these centres, with an additional 27,000 receiving assistance the following year. Women, children, youth, and seniors are most seeking help. These centres offer refugees free social and psychological support, Polish language courses, job placement assistance, legal advice, certified translations, play areas for children and integration spaces for adults. Mobile outreach teams support those facing economic, health, or geographical

exclusion, including refugees living in small towns. In 2023 alone, over 20,000 children benefited from the centres' support through care provided in Kids Clubs and a wide range of educational activities.

A particularly vulnerable group consists of children separated from their parents or evacuated from Ukrainian childcare institutions. It is estimated that in the first weeks of the war's escalation, over 700 unaccompanied children found shelter in Caritas facilities in Poland. More than 300 evacuated children and their caregivers received comprehensive support through a project implemented in cooperation with Caritas Germany and UNICEF. Over the past 30 months, Caritas has assisted these groups in several facilities across Poland, hiring additional staff, including social workers, to ensure access to medical services, psychological support, education, recreational activities, excursions, and summer programs. Another key objective has been to uphold child protection standards and support Ukrainian caregivers in providing a stable and nurturing environment.

EDUMA n.o.

Eduma is an innovative educational organization that focuses on emotional learning through storytelling. Through experiential workshops and training, it educates key stakeholders in the education, social work, and business sectors. Our mission is to build bridges of understanding and create opportunities for people with societal barriers. Through our pioneering portal Onlinezivakniznica.sk, we bring authentic video stories with methodologies that help sensitize schools, youth, corporate and public spaces, and vulnerable groups in society. Within the organization's activities, we establish methodologies, tools, and educational approaches that support forming a receptive environment for migrants from Ukraine. We specifically focus on helping the adaptation and communication of Slovakia's children and youth from foreign language and cultural backgrounds.



The situation in the countries:



CZ



PL



HU



SK



Teachers and Peers as Agents of Change:

SUPPORTING UKRAINIAN REFUGEES IN EDUCATION

Teachers are not just educators; they are builders of inclusive societies. In the face of unprecedented global challenges, such as the forced migration of millions of Ukrainians due to war, your role has never been more critical. You are uniquely positioned to guide students through this era of change, fostering empathy, understanding, and hope.



Understanding Migration: A Human Story

Migration is not just a movement of people but a story of survival, courage, and transformation. For Ukrainian families fleeing war, migration represents a quest for safety and dignity. These individuals are not merely “migrants” or “refugees”; they are parents rebuilding lives, children dreaming of brighter futures, and communities contributing to their new homes. For teachers, understanding migration means recognizing its complexity. Voluntary migration often begins with excitement about new opportunities, while forced migration—like that experienced by Ukrainians—comes with trauma and uncertainty. By framing migration as a human experience rather than a statistic, you can foster compassion in your classrooms.



The Courage of Ukrainian Refugees

Since February 2022, millions of Ukrainians have sought refuge in neighbouring countries. The Visegrad nations—Poland, Czech Republic, Slovakia, and Hungary—have shown remarkable solidarity by welcoming nearly 1.6 million refugees. These individuals bring with them not only their struggles but also their resilience and determination. Ukrainian refugees have made significant strides toward independence. In Poland, 70% of working-age refugees are employed—a testament to their adaptability and work ethic. Similarly, Ukrainian children have enriched schools with unique perspectives, helping create globally aware classrooms.



Teachers as Advocates for Inclusion

As educators, you are often the first point of contact for refugee children in their new environment. It makes your role pivotal in creating inclusive spaces where all students feel valued. Here’s how you can support Ukrainian students effectively:

- **Celebrate Diversity:** Incorporate lessons about Ukrainian culture and history into your curriculum. It will not only honour their heritage but also educate other students.
- **Address Trauma Sensitive:** Many refugee children may struggle with anxiety or PTSD due to their experiences. Recognizing these challenges allows you to offer appropriate support.
- **Foster Peer Connections:** Encourage peer tutoring or buddy systems to help Ukrainian students integrate socially and academically.
- **Adapt Teaching Methods:** Modify assessments and lesson plans to accommodate language barriers or gaps in prior education.
- **Engage Families:** Build relationships with parents to understand each child’s needs better.



The Journey of Ukrainian Children in Schools

For many Ukrainian children, adapting to a new school system is both an opportunity and a challenge. Forced migration often skips the “honeymoon phase” of cultural adjustment, plunging children directly into disorientation and stress. Teachers can play a crucial role in helping them navigate this journey by providing stability and encouragement. The table below provides information on the number of Ukrainian pupils fleeing war and remaining in the school systems of Poland, the Czech Republic, Slovakia, and Hungary. The data is from UNHCR and UNESCO for the 2023/2024 school year.

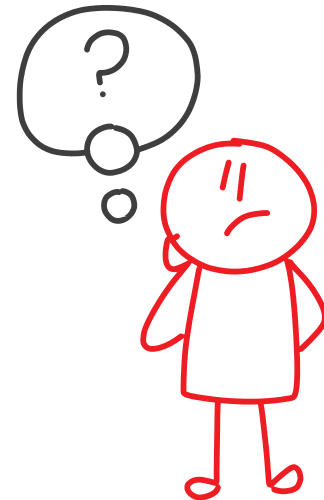
	Refugees from Ukraine integrated into the education system, school year 2023/2024
Poland	179 677
Czech Republic	51 281
Slovakia	11 900
Hungary	4 856

Younger children adapt more quickly due to their natural curiosity and openness. However, language barriers can make it difficult for them to express themselves or form friendships. By fostering an inclusive classroom culture and offering targeted language support, you can help these students thrive.

Recognizing Trauma and Building Resilience

Forced migration leaves deep psychological scars on both children and adults. Understanding these challenges is key to supporting refugee students

- **Cultural Bereavement:** Many refugees experience grief over losing their homeland and loved ones. This emotional burden can affect their motivation and behaviour.
- **Survivor Syndrome:** Some children feel guilt for surviving when others did not. It can manifest as withdrawal or difficulty engaging in school activities.
- **PTSD:** Symptoms like anxiety, irritability, or difficulty concentrating may appear over time.
- **Somatization:** Stress can lead to physical complaints without clear medical causes.



Recognizing these signs early on can provide the emotional support these children need to heal and succeed.



The Role of Schools in Integration

Schools across the Visegrad countries have implemented various measures to integrate Ukrainian students effectively:

- Preparatory classes exclusively for international students help ease the transition into regular classrooms.
- Intercultural assistants act as mediators between teachers and Ukrainian families support.
- Language courses ensure that refugee students can participate fully in education.



Despite these efforts, challenges remain.

Overcrowded classrooms and limited resources strain teachers' ability to meet every student's needs. Yet even amidst these difficulties, the presence of Ukrainian students offers growth opportunities—for both educators and their classrooms.



A Vision for the Future



Ukrainian children bring immense potential to your classrooms. Their resilience inspires peers while fostering empathy among all students. By supporting them today, you build a future where diversity is celebrated as a strength.

The presence of Ukrainian refugees is not just a challenge; it is an opportunity—for schools to become hubs of inclusivity and for teachers like you to lead this transformation.

Migration. What does it mean?

Let us discuss migration from the perspective of the country in which people are arriving. In this case, we mean immigration. The United Nations (UN) recommends that stays of up to three months should not be called immigration. If we take the country of departure as a reference point, we will discuss emigration. People who participate in migration are migrants: either **immigrants** or **emigrants**.

A documented legal basis for staying in a country (a visa or a residence permit) is essential for the state and the immigrant. It is a base for a **legal migration**. Many people feel that calling a person 'illegal' objectifies them and does not reflect the complexity of their lives. Instead, it raises negative perceptions. For this reason, some scholars, but also practitioners dealing with migration and migrants, use the phrase **undocumented/unregistered immigrant**. Fundamental human rights enshrine the possibility of leaving one's own country. However, the other state ultimately decides whether to allow a foreigner to stay in its territory. People who choose to enter or extend their stay on the territory of a state that does not allow it become part of **illegal immigration**.



Today, those seeking international legal protection, in addition to refugee status, which is stable long-term protection (ultimately qualifying them for permanent residence or citizenship), are granted subsidiary protection, tolerated stay or temporary legal protection status. In the case of these other forms of protection, there is an assumption that people can return to their homeland once the reasons for fleeing have ceased. Regardless of their formal status, all such persons are referred to as refugees. According to this view, migrations that do not occur under coercion are referred to as voluntary.

In summary, **every refugee is a migrant**. However, **not every migrant has or seeks refuge on the territory of a foreign state**. Concerning people just waiting to be granted protection on the territory of a foreign country, the state in which they reside and apply has specific obligations. It is a consequence of the fact that these people have found themselves outside 10 their homeland as a result of life-threatening or health-threatening situations. The country dealing with their case while awaiting an asylum decision should ensure they have access to shelter, food, clothing and healthcare.

An influx of refugees from Ukraine to Visegrad countries

As of February 2022, millions of Ukrainian citizens have left their homes as a result of Russian aggression on Ukrainian territory and fear of the consequences of war. Millions of refugees are still in Ukraine (as internal refugees). Their number in European countries at the beginning of 2025 is estimated by the Office of the United Nations High Commissioner for Refugees (UNHCR) at 6.3 million. In the Visegrad countries, there are currently (January 2025) **993.8 thousand in Poland, 389.8 thousand in the Czech Republic, 132.1 thousand in Slovakia and 61.5 thousand refugees from Ukraine in Hungary**. Moreover, Poland and the Czech Republic are among the countries which, not only in an absolute sense (i.e. in terms of the number of people) but also in a relative sense, have received the most displaced people from Ukraine: the Czech Republic 34 refugees per 1,000 inhabitants, and Poland 25 respectively.

Such a significant presence of refugees from Ukraine in the Visegrad region can be explained by geographical proximity, historical background and the fact that the state authorities, faced with a humanitarian crisis, decided to open their borders and get involved in helping refugees. Together with them, ordinary people, volunteers, local institutions, NGOs and international organizations acted. **In all Visegrad countries, Ukrainians were granted temporary protection status.** It was followed by access to the labour market (without the need for a work permit) and various forms of vocational training, as well as to the health care system (virtually the same as for citizens in all countries), education and welfare. After a period in which every refugee could count on



free accommodation and food, over time, the group of entitled persons shrank to persons or categories with special needs.

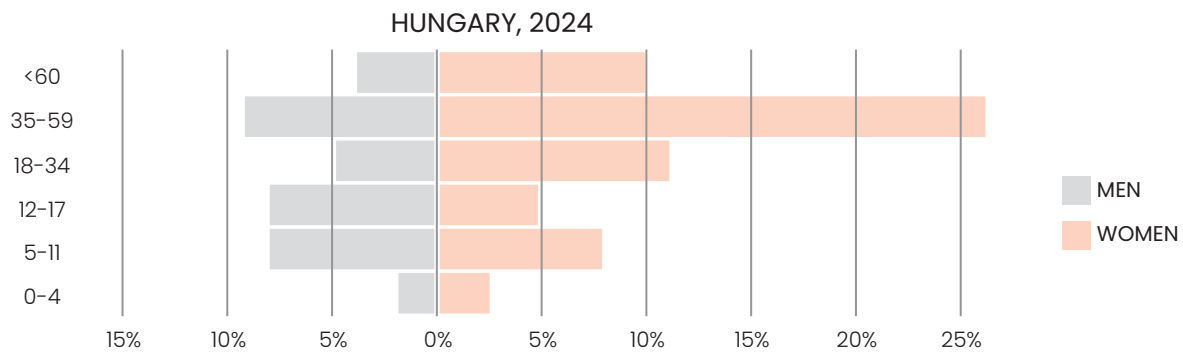
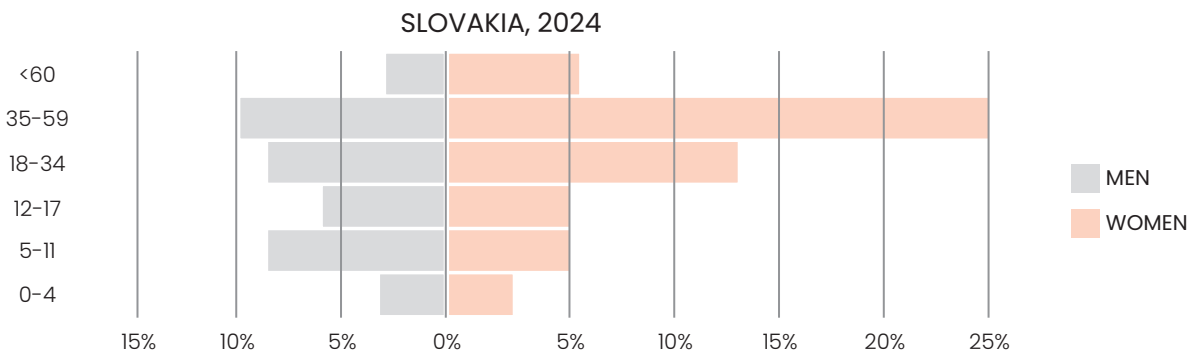
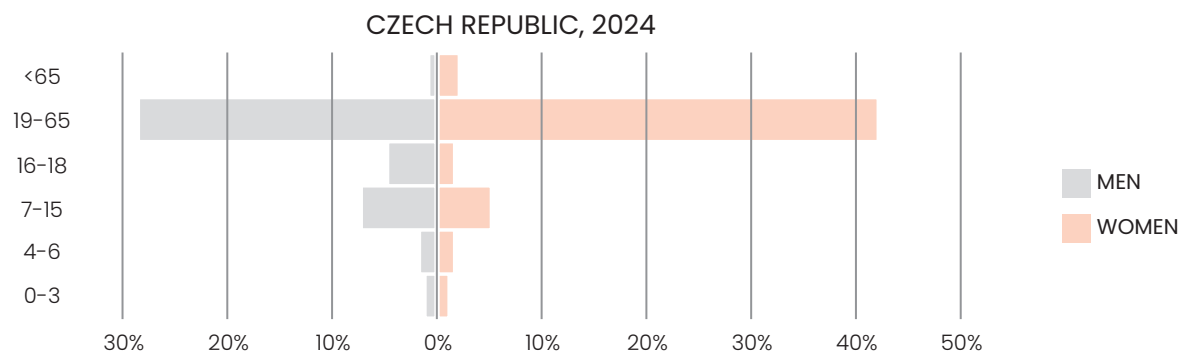
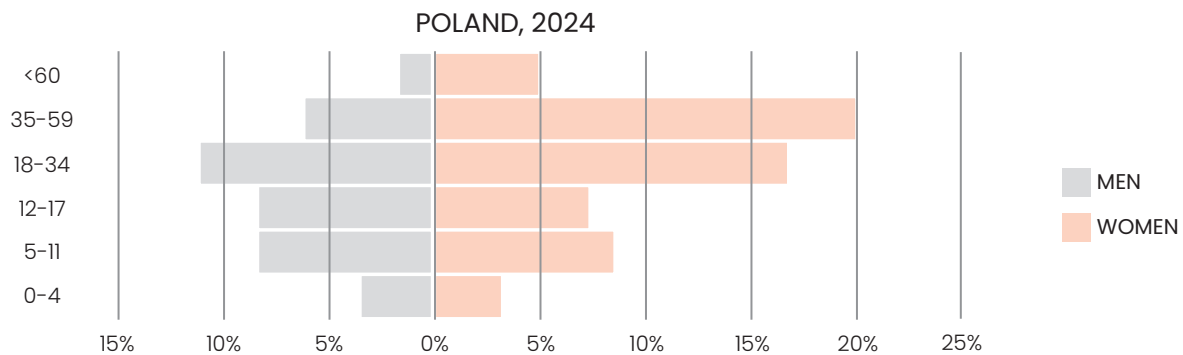
Over time, refugees from Ukraine are becoming more independent. The degree to which they have managed to integrate into local labour markets varies considerably from country to country. Experts find explanations for the observed differences in the presence of previous migrants. They point out that in their search for work, many refugees rely on earlier contacts with their co-ethnics who were already working abroad before the escalation of the conflict in 2022. The situation looks best in Poland. The estimated employment rate among Ukrainian refugees in Poland, cited

Over time, refugees from Ukraine are becoming more independent.

by the Organisation for Economic Cooperation and Development (OECD), indicates 70 %. In the Czech Republic, almost half of the working-age refugees are working, and in Hungary and Slovakia, around one-third (September 2023).

Demographic characteristics of refugees from Ukraine in the Visegrad countries

There is a clear predominance of women and children in each country. The graphs below show the age and gender structure of Ukrainian refugees living in Poland, the Czech Republic, Hungary, and Slovakia. The data are from UNHCR and are for the end of 2024.



Ukrainian children at school

Children escaping war were integrated into the public education systems in the Visegrad countries. Although the number of refugees admitted to school varies from country to country, for an individual teacher, each child with a harmful experience can change the group dynamics and the organization of the teacher's work. For refugee children, educators are often the first and most essential adults representing the new culture. **Schools cooperate with non-governmental organizations to support children in adaptation.**

In all four countries, refugee pupils have benefited from learning the languages in which education is delivered. They also benefit from additional assistance in other subjects, such as adaptation of assessment criteria and teaching materials. Different countries have introduced different specific solutions. In Poland, for example, in addition to including pupils in regular classes, there is the possibility of creating preparatory units only for foreign pupils. Schools employ intercultural assistants (who may only have secondary education but speak the language of the immigrants' country of origin) as mediators between Poles and Ukrainians. However, securing funding for their employment is a significant challenge. An intercultural assistant should work in every preparatory department and every class where pupils have migration.

The burden of simultaneous participation in two educational systems exists in all Visegrad countries. It is sometimes overlooked by adults – parents and teachers – who are trying to fulfil their goals: to maintain their Ukrainian identity, to connect with the Ukrainian system, because one does not know if and when they will return to Ukraine and to adapt as quickly as possible to the systems of the countries in which children have found refuge.



Most importantly, however, in four Visegrad countries, Ukrainian pupils can be integrated into the education system at various stages. They can take examinations with their unique needs in mind and then continue their education at the university level.

A separate issue is that some students remain outside the education systems of the Visegrad countries due to the exclusive use of remote (online) learning within the Ukrainian system. Due to the prolonged time spent outside Ukraine and problems determining whether children are fulfilling their compulsory schooling, such a solution is subject to limitations. One of the benefits of having Ukrainian children in the classroom is the development of empathy with the rest of the students. This is the case with other categories of children introduced into classrooms as part of inclusive education. In addition, children from the majority group can become guides for their new classmates, thus raising their self-esteem: they feel competent and resourceful. However, they need adult support in this process, e.g. delegation of tasks by the teacher. In pedagogy, this strategy is called peer tutoring. If the children of refugees do not return to their homeland, then in the future, just as now, their adult compatriots can alleviate the discomfort felt by universities due to the demographic collapse and falling student numbers.

Children from Ukraine without parents

Children who left Ukraine without their parents remain in an extraordinary situation. They could be accompanied by adults who were not their parents, such as grandparents, older siblings, distant relatives, or even friends. Parents' initiative and/or consent are required when dealing with many issues. Legal guardians may replace them, but this takes time and means employing diverse procedures depending on the regulations in the country concerned. The persons mentioned above-accompanying children may become such guardians.

Solutions are also provided for children who have left Ukraine entirely alone and need a representative in formal matters, care, and shelter daily. They will be placed in care institutions, family orphanages or foster families. They can count on help from NGOs and local authorities to access psychologists and be in the process of reunification with their families.



A unique situation exists in the case of teenagers. According to Ukrainian legislation, adolescents over 16 can cross the border alone. However, they are still treated as minors in the Czech Republic, Poland, Slovakia and Hungary. It may be difficult for young people to accept this state of affairs. They see it as a restriction of freedom, but this does not mean they do not need adult help.



Some of the children from children's homes who were evacuated from Ukraine were placed in care facilities. NGOs and international organizations were also involved in their support. Some of the children were placed in foster families, and others were placed in centres that specialize in helping refugee and migrant children. Despite the difficult conditions, efforts are still underway to provide them with a sense of security and a chance for the future. Various organizations raise funds and donations and engage in activities for the children.

Stereotypes and Prejudice

Stereotypes can be negative or positive. The former can develop into **prejudice**, accompanied by extreme emotions and mobilization for action, i.e. **discrimination**. In summary, prejudice is a set of negative judgements based most often on generalizations that have false or incomplete premises. Prejudices affect individuals, nationalities, social groups, and other groups.

We will now pause to consider how the media, both mainstream and social media, can influence people's attitudes, more or less intentionally. This

will help us understand how the initially warm welcome for refugees from Ukraine started to cool down. We will cite examples from Polish newspapers. Of course, we do not claim that the media are the main or only driver of changing attitudes. They do, however, play a significant role.

Stereotypes can be negative or positive



Let's start with the first title, *Dark Side of Migration. Foreigners in Poland drive after drinking alcohol and break bans* (Rzeczpospolita, 25 January 2024). We read further: *The influx of foreigners after the outbreak of war in Ukraine has been reflected in criminal statistics. Driving with promise (...) is a scourge, according to data from the Police Headquarters, prepared especially for Rzeczpospolita.* In another issue, the same newspaper states: *"Most accidents – nearly 60 per cent – were caused by drivers from Ukraine (...) In general, the number of accidents – as police officers note – is a reflection of the scale of refugees who have arrived in our country.* (26 March 2024). We are not arguing that such information should be banned. However, teachers, as a specific professional group, should be aware that this type of information catches

attention (this is, after all, what all media care about) and can influence attitudes towards all refugees, including students, in their classroom.

There is an emerging feeling among the public that refugees are contributing to the deterioration of the quality and availability of public services. Alongside education, the issue of health care was also in the media. The argument for lengthening waiting times for specialist appointments, examinations and treatments was cited. However, there is no reliable data to indicate to what extent the increase in the number of people covered by services is responsible for the lengthening waiting time and to what extent it has been a progressive consequence of the poor functioning of the healthcare system for many years.

Benefits and costs of migration

The costs and benefits of international migration must be considered at a macro and micro level. Let us start at the macro level. The conclusions from the various countries that receive immigrants are not clear-cut. They depend on the migration policies of these countries (the profile of the immigrants), the greater or lesser regulation of the labour market and the level of development of the economies in the receiving and sending countries. Conclusions regarding benefits and losses from the sending countries' perspective are also unclear. The outflow of an oversized population and financial transfers sent from abroad may improve the situation of that country and even contribute to economic development by introducing skills and technologies from abroad when people return to their homeland. On the other hand, citizens remaining in the country may rely so heavily on transfers that they lose interest in employment and entrepreneurship. With some delay, the outflow of people can also become a brake on national development.

Let us now turn to the micro level. Let us look at the costs and benefits to individual people. Sometimes, the balance is not precise, even in the migrants' perceptions. The costs include, among other things, this loss of indirect contact with relatives (difficult to offset even by modern technology) and stress associated with adapting to a new place. Tension is related to analyzing the rightness of the migration decision, as the assessment may change over time. Working abroad below aspirations, facing stereotypical perceptions as an immigrant from a particular country. Emotional costs result from observing the stress experienced by other family members (especially children), etc. The benefits are the improvement of one's own/family's situation remaining in the homeland, the development of a career, and the realization of various aspirations that would not be realizable if one stayed in the home country. If not even in the first generation, then in the second, etc.



In the case of forced migration, considering its benefits and costs seems morally problematic. The receiving state is motivated by humanitarian considerations, not the benefits it will achieve, such as the refugees' contribution to the economy by filling current labour market shortages. Analyzing the benefits of another nation's tragedy (e.g., the population of Ukraine is shrinking so much that the reconstruction of the state after the war's end is threatened) and the misfortune of individual people is questionable.



To read:

- Tędziągolska Magdalena, Walczak Bartłomiej and Wieleck Kamil M., 2023, *Refugee students in Polish schools. Where are we at the start of another school year? Report from a qualitative study conducted for the Center for Civic Education.*



- NBP, Department of Statistics (2024), *The living and economic situation of migrants from Ukraine in Poland in 2024* Warsaw, .Survey report.



- OECD (2024), *International Migration Outlook 2024*, OECD Publishing, Paris,



- Operational Data Portal, UNHCR,



- UNHCR (2024) *Analysis of the impact of refugees from Ukraine on the economy of Poland*



- Operational Data Portal, UNESCO,



- UNHCR (2025), *Reports. Regional Refugee Response Plan 2025-2026*,



- UNHCR (2025), *The situation of the vulnerable refugees from Ukraine*, January 2025,



- Organization for Aid to refugee (2024) *The needs of unaccompanied minors and young adults from Ukraine in the Czech Republic*



LESSON PLAN



FRAMEWORK FOR WORKING WITH A VIDEO STORY

Video stories as an educational tool can be used in both formal and informal education. To work effectively with a specific video, preparation is necessary to achieve the educational intent and goal while also ensuring a pleasant experience.

What to consider in advance

- **KNOWING THE TARGET GROUP**

- understanding the age, maturity, interests, and individual needs of the youth you are working with
- setting an educational goal – determining key objectives, themes, and values to be developed through the story.

- **ADAPTING ACTIVITIES**

- tailoring activities, tasks, and discussions to individual needs based on video stories, abilities, and personalities of the youth, considering those with special needs.

- **CREATING A COMFORTABLE ENVIRONMENT**

- arranging the room and setting, pleasant and informal atmosphere to support a good feeling and a pleasant experience.

- **ESTABLISHING A SAFE SPACE**

- fostering a supportive environment where youth feel comfortable sharing their thoughts, insights, opinions, feelings, their experiences and emotions. To support the cultivation of expression, respect, tolerance, and empathy, it is advisable to set rules for communication, argumentation, and discussion in advance.

- **ENCOURAGING REFLECTION AND PERSONAL GROWTH**

- helping youth reflect on how the story affects them, drawing connections to their own experiences, opinions, and values while promoting peer sharing.

- **INTRODUCING DIVERSITY OF PERSPECTIVES**

- supplementing the story with various cultural contexts thus promoting broader understanding of context and the world.

- **ADOPTING VALUES**

- encouraging youth to integrate new values and moral lessons from the story into their everyday lives.

- **INTEGRATING VIDEO STORY INTO FORMAL EDUCATION** – incorporating video story activities into different subjects, educational areas, and cross-curricular themes accordingly, support the

integration of the context and connections from the video story with the development of the given key competencies.

- **SELECTING AN APPROPRIATE VIDEO STORY BASED ON THE ESTABLISHED EDUCATIONAL**

Preparation

- **Familiarize yourself** thoroughly with the video story.
- **Watch** the selected video story from your perspective and **take notes on your emotions, impressions, strong moments, and any questions that arise.**
- **Watch the video again**, this time through the eyes of the students you are going to work with—**anticipate their reactions, identify moments requiring deeper reflection, and prepare for discussions**, on what topics, it is appropriate to prepare information and answers to anticipated possible questions.
- **Decide whether to use the whole video or only parts of it**, especially for younger students (around 13 years old).
- **Identify key moments or messages** from individual parts of the story and prepare stimuli for reflection, discussion, and the intended learning outcomes.
- **Prepare introductory activities.**
- **The duration of the activity can be 45 or 90 minutes**, depending on the age of the students and the number of activities you want to include for working with the video story (in a school setting, a double lesson or two separate lessons may be suitable).

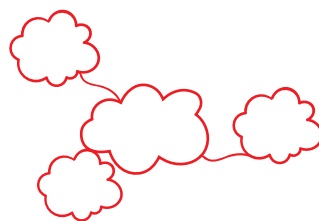
Introductory Activities

To introduce the topic and spark interest, consider the following activities:



Brainstorming

spontaneous associations with the topic



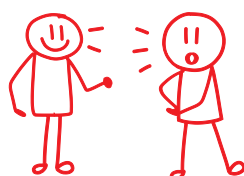
Mind map

visually organizing what students already know about the topic



Imagination exercise

"Imagine that..."



Initial discussion

introduce the topic, opening general discussions on war conflicts, particularly the war in Ukraine, and the experiences of war refugees (discussion, expressing opinions, respecting each other)



Working with images

discussing what images come to mind related to the topic



How to Work with the Video Story

- Before watching, highlight that this is a true story of a young person who left Ukraine alone, without parental accompaniment.
- Watch the video with students – you can either watch it in full or pause at key moments.
- You can ask them to take notes while watching about what interests them, surprises them, or emotionally impacts them, allowing students to request pauses when they need to.
- Identifying emotions – encourage empathy by discussing how the young person in the video story might have felt.
- Recording and sharing insights – using a flipchart, e.g. in the form of bubbles – a clear map of joint sharing will be created.
- Expressing personal emotions – discussing how the story made them feel.
- Reflection and discussion on the story.
- Generating keywords related to the story.
- Retelling the story – creating an outline, sequencing events.
- Dilemma: Stay or leave? – discussing the topic of staying or leaving after the outbreak of war – possible consequences of decisions.
- Writing messages or wishes for the young person in the story.
- Exploring cultural similarities and differences.
- Discussion on the topic of stereotypes, prejudices and negative narratives – what they were like just after the outbreak of the war in Ukraine what is the current situation in society, awareness of one's own attitudes, respectful expression of opinions.

- Modeling positive attitudes – activities addressing stereotypes and prejudices.
- Creating a poster with positive messages to counter stereotypes.
- Interview development – questions on the topic, preparing survey questions and opinion polls.
- Students designing quizzes, interactive exercises, and discussions related to the story for peers.
- Dramatization and role-playing – reenacting key scenes, adapting parts of the story.
- Simulation and role-playing – practicing responses to social situations.
- Writing personal narratives on similar themes (e.g., “My last night before leaving – leaving alone into the unknown”).
- Possibility of individual and group work.
- Presenting their outputs.

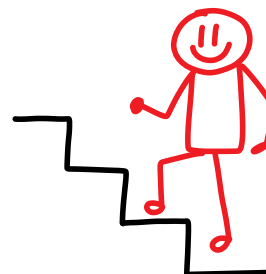
Closing Activities with the Video Story

At the end of the session with youth, it is appropriate to engage in reflective activities:



Summary and evaluation

students summarize key points, evaluate what was most beneficial, strongest, most difficult for them, reflect on how they felt, discuss their takeaways, suggestions for what they would welcome differently in the future.



Planned actions and goals

reviewing planned follow-up activities, tasks or goals that arose while working with video stories, and which the youth will still implement, agreeing on dates, methods of presentation, etc.

After completing the session with youth, it is helpful for the facilitator to conduct their own evaluation—assessing whether the educational objectives were met, what you are satisfied with, identifying challenges in the process, and considering improvements for future sessions.

Sources: *Methodological manuals from EDUMA, n.o.*

USING VIDEO STORIES IN VARIOUS EDUCATIONAL AREAS

This lesson plan provides ideas for working with video stories of young Ukrainian migrants across various educational fields.

Humanities Educational Areas

Video stories as an educational tool can be used in both formal and informal education. To work effectively with a specific video, preparation is necessary to achieve the educational intent and goal while also ensuring a pleasant experience.



Language and Communication

(Mother Tongue and Literature,
Foreign Languages)



Man and Society

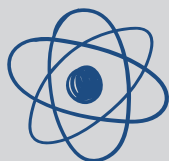
(History, Civics, Geography,
Ethics and Religious Education)



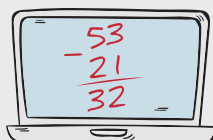
Art and Culture

(Visual Arts and Music
Education)

Natural Science Educational Areas



Natural Science Educational Areas



Mathematics and Informatics



Health and Physical Education

(Physical and Sports Education)

Humanities Educational Areas

Language and Communication

(Mother Tongue and Literature, Foreign Languages)



- **Text Analysis and Development of Reading Comprehension** – students can work with the video transcript, identify emotions, main ideas, themes, and messages, discuss the plot and conflicts captured in the story.
- **Grammatical Phenomena** – working with the video transcript or its parts to apply learned grammatical phenomena.
- **Discussion about Migration and Adaptation** – development of argumentation and critical thinking through discussions about the challenges migrants face.
- **Written Expression** – writing an essay or reflection on migration, war, or personal challenges, writing a letter to a young person from the video story.
- **Discussion about Prejudices and Stereotypes** – how they are shown in the story and how we can overcome them, organizing a class discussion on empathy, tolerance, and understanding of different cultures.
- **Theatrical Dramatization** – staging dialogues and situations (e.g., at the moment of the war's onset, deciding whether to stay or leave).
- **The Image of a Person Fleeing in Literary Works** – writers and works from periods of war, the societal attitudes of those times and today.
- **Migration in Contemporary Works** – contemporary works (literary, film, documentary) depicting migration.
- **Writers as Migrants** – authors who had to emigrate from their homeland, why, and exile literature.
- **Description and Characterization** – writing a description or characterization of a young migrant from the video story.
- **Interview** – creating questions for an interview with a young migrant.
- **Essay, Reflection, Narrative** – on various topics related to migration (e.g., the war started, stay or leave, the last day before departure).
- **Translation of the Story and Creation of a Key Vocabulary List** – translating parts or the entire story into a foreign language, identifying key words, and creating a vocabulary list.
- **Conversation** – Discuss similar topics in a foreign language, expand vocabulary, and improve fluency.
- **Cultural Comparison** – Analyzing cultural differences and similarities based on the story in a foreign language.
- **Simulating Situations in a Foreign Language** – how to ask for directions, arrange documents.
- **Creating Dialogues in a Foreign Language** – how students would welcome a new classmate from another country.

Man and Society

(History, Civics, Geography, Ethics and Religious Education)

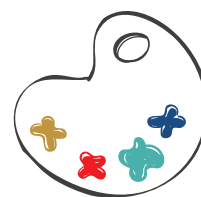


- **History of Ukraine and Slovakia** – how relations between the countries have developed.
- **Timeline** – create and record significant historical milestones in Ukraine's history.
- **Empires Across History** – what empires existed on the present territory of Ukraine.
- **War Conflicts** – discussion about the causes and consequences of war conflicts in various periods.
- **Modern History** – study recent events in Ukraine and their historical context.
- **Migration in History** – comparing the current migration situation with historical migrations and events (e.g., displacement after WWII).
- **Civilian life During the War** – comparison with other war conflicts.
- **Refugee Rights and Human Rights** – discussion about migrants' and refugees' rights, what international law and Slovak legislation say, what human rights are violated during war.
- **Migration Integration** – exploring the processes and challenges of integration into a new society, how society can help incoming people.
- **Empathy and Tolerance** – activities aimed at developing empathy for people from other cultures.
- **Discussion about Prejudices and Their Impact on Society** – what prejudices and stereotypes appear in society against Ukrainian migrants, conflict resolution – how to react to provocations and hate speech, what media write and what is their influence.
- **Anti-bias Approach** – activities supporting the recognition and elimination of prejudices and stereotypes against Ukrainian migrants (attitude surveys, polls, peer education using video stories, organizing concerts, charity events, discussion evenings).
- **Creating a School Project** – supporting the integration of Ukrainian migrants.
- **Geographical Aspects of Migration** – analyzing migration routes and reasons for population movement.
- **Comparison of Slovakia and Ukraine** – natural conditions, economy, population.
- **Impact of War on Geography** – changes in population, environmental impact.
- **Regional Geography** – studying the geographical, cultural, and economic characteristics of Ukraine and Slovakia.
- **Natural Resources and Conflicts** – discussion about how natural resources can influence conflicts and migration.
- **Tourism** – touristically significant natural and cultural sites in Ukraine.

- **Empathy and Solidarity** – students can reflect on how they can help refugees.
- **Moral Dilemmas of War and Peace** – discussion about how war affects individual and societal values.
- **Personal Testimony as a Source of Self-Awareness** – students can write or talk about their own experiences with adaptation in a new environment.
- **Faith in Difficult Times** – how it helps to cope with crisis situations.
- **Religious Customs in Ukraine and Slovakia** – comparison.
- **Humanitarian Aid from Churches** – how different religious organizations help refugees.

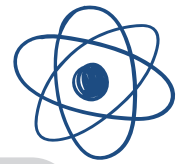


Art and Culture (Visual Arts and Music Education)



- **Artistic Processing of the Story** – creating illustrations or a comic based on the story of a young migrant.
- **Painting Feelings** – how artistic expression helps process trauma.
- **Symbols of War and Peace** – working with visual symbols.
- **Cultural Symbols** – studying and creating works of art inspired by Ukrainian and Slovak cultures.
- **Poster Creation** – designing posters promoting tolerance and the integration of migrants.
- **Music in War Times** – analyzing songs that reflect war or migration.
- **Traditional Music** – presentation and analysis of traditional Ukrainian and Slovak music.
- **Music and Emotions** – discussion about how music can express feelings related to migration and loss of home.
- **Music as Therapy** – how it helps to cope with trauma.
- **Creating a Song about Migration** – creating a song with the theme of migration, solidarity.
- **Joint Musical Projects** – creating a song or music performance on the theme of solidarity and understanding.

Natural Science Educational Areas

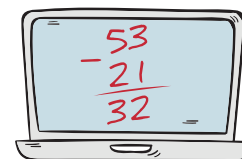


Human and Nature (Biology, Chemistry, Physics)

- **Fauna and Flora** – comparing fauna and flora in Ukraine and Slovakia.
- **Impact of War on the Environment** – studying the environmental consequences of war conflicts (pollution, toxic substances, destruction of nature).
- **Mental Health** – discussion about the impact of traumatic events (war, migration) on mental health.
- **Stress and Its Effect on the Body** – how war and migration affect physical health, studying biological reactions to stress related to war and migration.
- **Stress and Mental Health** – how the body and mind adapt to stressful situations, what can help in dealing with trauma.
- **Human Adaptability** – examining the human body's and mind's ability to adjust to new conditions.
- **The Importance of Nature** – how nature helps in coping with stress.
- **Pets as Emotional Support** – with stress management.
- **Races and Nationalities** – diversity and genetic differences in races and nationalities.
- **Food** – traditional Ukrainian and Slovak food, how it is prepared, and what processes occur during preparation.
- **Chemical Weapons and Their Impact** – how they are used in wars.
- **Medicine Production** – what medicines are essential during emergency migration.
- **Military Technology** – principles of how rockets, tanks, and defense systems work.
- **Acoustic of Explosions** – how sound waves travel and why they are so powerful.
- **Thermal Physics** – how people protect themselves from cold during escape.



Mathematics and Informatics



- **Migration Statistics** – analyzing migration data, calculations, creating graphs, and interpreting data.
- **Distance and Time** – calculating distances between various cities (e.g., Kyiv – Bratislava) and travel times by different means of transport (car/train/plane/foot), what speed a vehicle would need to travel the distance in 24 hours.
- **Percentage Calculations** – calculating the percentage increase or decrease of migration flows in specific periods.
- **Numbers and Percentages** – how many people (and what percentage) have left Ukraine and moved to other countries, which countries have the most migrants, and what percentage this represents, creating tables and graphs from the collected data.
- **Personal Budget of a Migrant** – calculating expenses for housing, food, and schooling.
- **Digital Presentations** – creating a presentation about the story of a young migrant using multimedia.
- **Creating a Discussion Forum** – for students at school, on social media on the topic of life on the run.
- **Survey** – creating an online survey about migrants and evaluating it.
- **Information Search** – how to use the internet to gather important data, practicing effective searching and verifying information about Ukraine and migration.
- **Programming** – creating a simple program or app to track migration routes.

Health and Physical Education

(Physical and Sports Education)



- **Sports as a Means of Integration** – discussion about how sports can help migrants adapt to a new country.
- **Psychological Resilience and Sports** – how physical activity helps manage stress and anxiety in difficult life situations.
- **Relaxation Exercises** – exercises for stress relief and management.
- **Survival in Crisis Situations** – basic survival skills and first aid.

Sources: *Methodical Guides EDUMA, n.o.*

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LESSON PLAN

Migration – The Movement of People or Human Stories

This lesson plan provides a concept for a half-day block (4–5 hours). The activities can also be selected and used independently.

1

Introductory Evocative Activity: Working with Terms



30 min.



Goal:

Clarify and consolidate key concepts related to migration and migrants from Ukraine



Method:

Brainstorming, sorting terms



Materials:

- Flipchart or board
- Printed handouts from Appendix 1 – terms and their definitions

Course of the Activity

- Start by asking students to spontaneously say the terms that come to mind regarding the topic of the war in Ukraine and migration. Write them on the board or flipchart.
- Then divide students into groups (2–3 people per group), and give each group a worksheet. Their task is to match each term with its correct definition.
- Groups will present their solutions together.

Proposed terms

- Migration ● Voluntary migration ● Forced migration ● Migrant ● Emigrant ● Refugee
- Internally displaced person ● Temporary shelter ● Asylum ● Legal stay ● Prejudices
- Stereotypes ● Discrimination and xenophobia ● Integration ● Adaptation ● Trauma
- Social inclusion ● Solidarity ● Human rights ● Anti-bias approach ● Language barrier

Reflection

- What was the easiest and hardest part of this activity?
- Which term intrigued or surprised you the most? Why?
- Were there any terms you weren't sure about? How did you come to the correct solution?
- How do you perceive the difference between terms like refugee, emigrant, and migrant? Why is it important to distinguish between them?
- How can a proper understanding of these terms influence people's attitudes toward migrants?

2

The Migrant's Journey – Decision-Making Simulation, Role Play



90 min.



Goal:

Understand the difference between voluntary and forced migration. Empathize with the emotional dilemmas of migrants through artistic expression. Feel migration as a human story, not just statistics.



Method:

Group simulation, dramatization, discussion



Materials:

- Printed handouts from Appendix 2 – scenarios of Ukrainian families

Course of the Activity

- Students will be divided into groups (4-5 people). Each group will receive two scenarios of Ukrainian families who are deciding whether to leave their country.
- Each group reads the stories and determines which one represents voluntary migration and which one represents forced migration. They will assign roles to characters in the story and perform scenes about the dilemmas of deciding to leave in the shoes of each characters (if there are fewer characters in the story than group members, the rest act as observers). Afterward, the group will discuss, share feelings (including from observers), opinions, and arguments for the final decision to leave or stay.
- At the end, each group presents their story, their decision, and shares their feelings and experiences.

Reflection

- How do you feel after this simulation?
- How did the characters in your scene feel?
- What was the hardest part about playing this role?
- How was it to make decisions in emergency situations?
- What was the hardest part of making the decision?
- What are the key differences between voluntary and forced migration?



3

Behind the Statistics – The Fate of Ukrainian Migrants



90 min.



Goal:

Understand that migrants are not just numbers, but people with real stories.



Method:

Working with the stories of real young migrants



Materials:

- Statistical data from the Handbook on Ukrainian Migrants
- Computer, laptop, or tablet to play video, or projector and interactive whiteboard

Course of the Activity

- The instructor will prepare in advance to work with the video story following the framework methodology.
- Students will familiarize themselves with information on the number of Ukrainian migrants and Ukrainian child migrants in various V4 countries from the Handbook, Appendix (number?).
- Presentation of a video story of a young Ukrainian refugee. Afterward, there will be space for sharing the feelings the story provoked. Students will reflect and discuss.

- What was the reason for migration?
- How did their life change?
- What challenges and obstacles did they have to overcome?
- How would you feel in their place, and what support would you expect from society?

Reflection

- How does the view of migration change when we know the personal story?
- In what ways does their experience resemble or differ from your assumptions about migration?



4

Bridges, Not Walls – How Can We Help?



45 min.



Goal:

Clarify and consolidate key concepts related to migration and migrants from Ukraine



Method:

Brainstorming solutions



Materials:

- Whiteboard or flipchart to write down ideas
- Papers and writing tools

Course of the Activity

- The teacher asks: "What can we, as individuals or as a community, do to help people in a similar situation feel accepted and adapt?"
- Students brainstorm concrete steps, such as:
 - Friendship programs for new students
 - Various collections (donations)
 - Organizing intercultural days
 - Campaigns on social media
- Then they divide into groups and each group proposes and presents a specific project that could be implemented in the school or community.

Reflection

- How can we make migration a more human topic in our community?
- What small but important steps can each of us take?



5

Closing Reflective Activity: Evaluation – Reflection



15 min.



Goal:

Provide space for feedback and suggestions.



Method:

Free expression of feelings and thoughts



Materials:

- Whiteboard or flipchart to write down shared reflections and thoughts

Course of the Activity

- Ask the students: "What was the most important, strongest, most interesting, or most beneficial for you today?"
- Write their answers on the board/flipchart, creating a visual conceptual map of reflections and feedback.

Reflection

- What are you taking away from today?
- How did you feel today?
- What would you like to see done differently in the future?
- How can we apply this knowledge in real life?



TEACHER'S WORKSHEET

Worksheet for Teachers

- **Migration** – The movement of individuals or groups of people from one place to another, either within a country or between states.
- **Voluntary Migration** – Migration undertaken based on personal decision, often for better living or working conditions.
- **Forced Migration** – The movement of people caused by external factors such as wars, natural disasters, or persecution.
- **Migrant** – A person who has left their country or region for permanent or temporary residence elsewhere.
- **Emigrant** – An emigrant is someone who emigrates–moves away from a country. A person is considered an emigrant as soon as they leave with the intention to leave permanently (and not just to travel, for example).
- **Refugee** – A person who had to leave their country due to persecution, war conflict, or other dangers and has been granted legal protection.
- **Internally Displaced Person** – A person who has been forced to relocate within their own country due to conflict, violence, or disaster.
- **Temporary Shelter** – Protection provided to foreigners in the host country for a limited time in case of extraordinary situations.
- **Asylum** – Legal protection granted to individuals who are persecuted in their home country for reasons such as race, religion, political opinion, or other causes.
- **Legal Stay** – A foreigner's stay in a country in accordance with valid laws and permits.
- **Prejudices** – Preconceived negative or positive opinions about individuals or groups without objective evidence.
- **Stereotypes** – Simplified and often inaccurate beliefs about specific groups of people based on their nationality, ethnicity, gender, or other characteristics.
- **Discrimination** – Unequal treatment based on identity.
- **Xenophobia** – Fear or hostility towards foreigners and other cultures.
- **Integration** – The process of incorporating migrants into society, where they retain their identity while also accepting the values of the host country.
- **Adaptation** – Adjusting to a new environment, culture, conditions, or lifestyle.
- **Trauma** – Psychological or emotional harm caused by stressful or painful events.
- **Social Inclusion** – A process that ensures equal opportunities and full participation for all members of society.
- **Solidarity** – An expression of support, understanding, and cooperation between people or groups.
- **Human Rights** – Basic rights and freedoms that belong to every person, regardless of their origin, religion, or nationality.
- **Anti-Bias Approach** – An educational and social approach that aims to eliminate prejudices and promote equality and justice.
- **Language Barrier** – A communication obstacle caused by unfamiliarity with or insufficient knowledge of the host country's language.

Worksheet for Students

- Migration
- Voluntary Migration
- Forced Migration
- Migrant
- Emigrant
- Refugee
- Internally Displaced Person
- Temporary Shelter
- Asylum
- Legal Stay
- Prejudices
- Stereotypes
- Discrimination
- Xenophobia
- Integration
- Adaptation
- Trauma
- Social Inclusion
- Solidarity
- Human Rights
- Anti-Bias Approach
- Language Barrier

- An expression of support, understanding, and cooperation between people or groups.
- Fear or hostility towards foreigners and other cultures.
- The process of integrating migrants into society, where they retain their identity while also adopting the values of the host country.
- Basic rights and freedoms that belong to every person, regardless of their origin, religion, or nationality.
- An obstacle in communication caused by unfamiliarity with or insufficient knowledge of the host country's language.
- The movement of people caused by external factors, such as wars, natural disasters, or persecution.
- An emigrant is someone who emigrates—moves away from a country. A person is considered an emigrant as soon as they leave with the intention to leave permanently (and not just to travel, for example).
- Simplified and often inaccurate ideas about specific groups of people based on their nationality, ethnicity, gender, or other traits.
- Protection provided to foreigners in the host country for a limited time during extraordinary situations.
- Legal protection granted to individuals who are persecuted in their home country due to race, religion, political opinion, or other reasons.
- A foreigner's stay in a country that complies with applicable laws and permits.
- The movement of individuals or groups of people from one place to another, either within a country or between countries.
- A person who has been forced to resettle within their own country due to conflict, violence, or disaster.
- Unequal treatment based on identity.
- Psychological or emotional harm caused by stressful or painful events.
- A process that ensures equal opportunities and full participation for all members of society.
- A person who had to leave their country due to persecution, war conflict, or other danger and has received legal protection.
- An educational and social approach aimed at removing prejudices and promoting equality and justice.
- Preconceived negative or positive opinions about individuals or groups without objective evidence.
- Migration undertaken based on personal choice, often for better living or working conditions.
- Adjusting to a new environment, culture, conditions, or lifestyle.
- A person who has left their country or region for permanent or temporary residence elsewhere.

Scenarios of Ukrainian Families

1 Every family considers leaving abroad for different reasons.



The Petrov Family (Kyiv) – Fleeing Bombing

A father and mother with two children (6 and 12 years old) lived in Kyiv. After airstrikes destroyed their apartment, they are deciding whether to leave for Poland or try to stay in another Ukrainian city.



The Horbatenko Family (Kharkiv) – Job Opportunity in Germany

The father received an offer for a high-ranking job in Berlin. The mother is worried that their children (10 and 15) will struggle with the language and making new friends.

2 Every family considers leaving abroad for different reasons.



Mrs. Oksana (Kharkiv) – Grandmother with Grandchildren

Oksana (65) takes care of her two grandsons (8 and 14) because their parents work abroad. She must decide whether to stay in Kharkiv despite the missile attacks or try to leave for Slovakia.



Student Alina (Lviv) – Studying in Canada

Alina received a scholarship at a university in Toronto, but her parents don't want her to go so far away. Should she take the risk?

3 Every family considers leaving abroad for different reasons.



The Kovalenko Family (Mariupol) – Lost Their Home

Their house was hit, and they lost everything. The father stays to fight, while the mother and their 10-year-old son consider escaping to Germany, where they have distant relatives.



The Rudenko Family (Odesa) – Better Education for Their Children

They want to move to the Czech Republic, believing their children will receive a better education there. They face a dilemma: new opportunities vs. the uncertainty of a new environment.

Scenarios of Ukrainian Families

4 Every family considers leaving abroad for different reasons.



Young Student Sofia (Odesa) – Fleeing Alone

Sofia (17) was studying at a university, but the schools closed. Her parents want to send her to the Czech Republic, where she has a friend. She is unsure whether to travel alone.



Ivan (Kyiv) – Business Dream in the USA

Ivan owns an IT company and wants to expand it to Silicon Valley. His wife fears that life in the U.S. will be too difficult.

5 Every family considers leaving abroad for different reasons.



The Yurchenko Couple (Zaporizhzhia) – Father Cannot Leave

They have a 3-year-old child. The father (34) must stay in Ukraine due to mobilization. The mother is considering whether to leave with the child for Hungary or stay with her husband.



The Melnik Family (Dnipro) – Returning to Their Homeland

They have lived in Ukraine for 15 years but are originally from Armenia. Now they are considering returning, but their children feel more Ukrainian than Armenian.

6 Every family considers leaving abroad for different reasons.



The Ivanov Family (Lviv) – Helping but Feeling Uncertain

They live in Lviv, which is safer, but the city is overcrowded with refugees. The father and mother work in a local charity but feel that the war might spread. Should they leave or continue helping?



The Shevchenko Family (Vinnytsia) – Ecological Migration

They want to live sustainably and move to the countryside in Scandinavia, where they can embrace an eco-friendly lifestyle. Their family is discouraging them.

Scenarios of Ukrainian Families

7 Every family considers leaving abroad for different reasons.



The Dmytrenko Family (Sumy) – A Sick Child

Their 5-year-old daughter has severe health issues. The local hospital lacks medicine. They are considering trying to reach France, where she could get proper treatment.



Anastasia (Mariupol) – Love Abroad

She found a boyfriend in Spain but is unsure whether leaving her family and friends in Ukraine is the right decision.

8

Every family considers leaving abroad for different reasons.



Oleksiy (Donetsk) – A Young Man in Danger

He is 18 years old, and his military service is approaching. He doesn't want to fight, but leaving would mean abandoning his family. Should he risk crossing the border?



The Kovalenko Family (Uzhhorod) – Caring for Elderly Relatives Abroad

Their grandparents live in Italy and need care. The family is deciding whether to move them to Ukraine or relocate to Italy themselves.

9

Every family considers leaving abroad for different reasons.



The Mykola Sisters (Dnipro) – Separate or Stay Together?

Two sisters (22 and 25) take care of their sick mother. They have the option to leave for Poland, but their mother refuses to leave home. Should one sister go while the other stays?



Roman (Kharkiv) – Football Talent in England

He got an offer to play for a youth team in London. If he leaves, he will be separated from his family and must give up school in Ukraine. Should he take the risk?

Scenarios of Ukrainian Families

10

Every family considers leaving abroad for different reasons.



The Sokolov Family (Kryvyi Rih) – Mother with a Newborn

The mother gave birth just a month ago. She doesn't want to travel with such a young baby, but people around her say it's better to leave while she can. Should she risk the journey?



The Hryhorenko Family (Odesa) – A Fresh Start After Personal Struggles

They went through a difficult period (health and financial problems) and see a new beginning in Austria. Is it worth the risk to start over from scratch?

LESSON PLAN

The Last Day Before Departure

1

Journey into the Unknown: Imagination of the Situation



45 min.



Goal:

Through imagination, help students empathize with the situation of a young migrant leaving home and arriving in an unfamiliar environment.



Method:

Guided imagination, individual reflection, discussion



Materials:

- Calm environment, relaxing music (optional), paper and pens for reflection

Process:

Introduction – Explain to students that they will go through an imagination exercise to help them experience what it is like to be in the shoes of a young migrant. Emphasize that there are no right or wrong answers, but rather personal experiences.

Guided Imagination – Read slowly and instruct students to close their eyes and imagine the situation:

- Imagine you are in your room. Everything is as it always is – your favorite things, the scent of home, the voices of your family.
- Suddenly, everything changes – sirens sound, explosions can be heard, everyone is confused and scared... you know you must leave quickly. You have only a few minutes to pack the most important things. What do you take?
- You leave for the countryside to stay with your grandparents, where it is safer. The situation persists for days and weeks. Your parents express their concern and suggest that you should leave for safety and education abroad – alone, without them. They must stay behind to take care of your sick grandparents. How do you feel about this news? It is the night before your departure. You lie in bed but cannot sleep. What do you feel? What are your fears?

- The day of departure arrives. You say goodbye to your loved ones. What words do you say to them? What do they say to you?
- The journey to a new country is long, and the wait at the border is endless. You are exhausted, cold, and alone. What emotions do you experience?
- You arrive in a foreign country where you do not understand the language. People look at you differently, and you cannot communicate. How do you feel?
- Finally, a shelter. Volunteers help you find your way, provide you with warm food, and a place to sleep and rest.
- In the coming days, you will enter a new school. You walk into a classroom full of unfamiliar faces. How do you feel? What do you think? How do your classmates react? What do you need from them? What would you like to hear from them? How would you like them to welcome you?

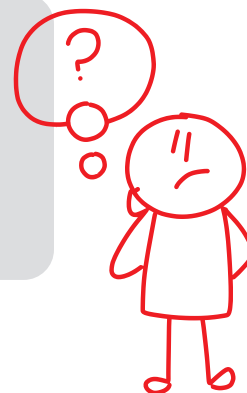
Reflection and Sharing – After reading, ask students to remain silent and write down their feelings at each moment of the story (for guidance, key moments from the story can be listed on the board).

Reflection

- How did you feel during the imagination exercise?
- Which moment was the most emotional for you?
- What words or actions would help you feel better in this situation?
- How can you, as classmates, help someone going through such an experience in real life?

Suggested Follow-up Activity

Write an essay or reflection on your experience in this story, create a title, write an outline, and come up with key words.



2

My Last Day Before Departure



45 min.



Goal:

Help students imagine the emotional aspect of leaving home and realize what it means to leave behind familiar surroundings.



Method:

Individual work, creative writing, reflection



Materials:

• Paper, pens, music for atmosphere (optional)

Process:

- Create a comfortable atmosphere and read the assignment to students: "Imagine that tomorrow you must leave your country. Alone. Without your family. You cannot take everything with you, you do not know when you will return, and an unknown environment awaits you."
- Students write a farewell letter to their best friend, expressing their feelings about leaving, their fears, and what they will miss most.
- Students may read their letters aloud.

Reflection

- What was the hardest thing to imagine? • How would it feel to say goodbye to loved ones?
- How would you feel in the place of a young migrant from the video story?

3

The Suitcase of My Life



25 – 30 min.



Goal:

Help students reflect on what is truly important in life and feel what it is like to leave for the unknown.



Method:

Individual work, discussion, visualization



Materials:

• Paper, markers

Process:

- Ask students to imagine that they must leave. They can take only one suitcase. What important things will they pack?

- **Creating a list** – Students write down what they would take and why.
- **Group sharing** – Students discuss their lists in small groups and explain their decisions.
- **Parallels with a young Ukrainian refugee's story** – Discussion about what would be hardest to leave behind and what emotions they would experience.

Reflection

- What was the hardest thing to decide?
- How did you feel making the selection?
- Has your perception of what is important in life changed?

4 Activity

– Press Conference



45 min.



Goal:

Step into the shoes of young migrants, learn to advocate for them, and develop critical thinking when dealing with prejudices.



Method:

Role-playing game, simulation, discussion



Materials:

- Papers with roles (journalist, migrant), case studies of migrants' experiences, tables and chairs arranged like a press conference

Process:

- Divide students into two groups: journalists and migrants.
- Migrants receive brief profiles, familiarize themselves with their stories, and prepare answers to potential questions. Journalists prepare questions on various topics (education, integration, cultural differences, stereotypes, emotions).
- **Press Conference** – Journalists ask questions, and migrants respond. The teacher monitors the discussion and intervenes if necessary.

Reflection

- How did you feel in your role?
- Were any questions unfair or uncomfortable? Why?
- How did those in the role of migrants feel? What helped them feel better?
- What lessons do you take from this activity for real life?



TEACHER'S WORKSHEET

15 Possible Profiles of Young Migrants

1

Volodymyr (16 years old, Ukraine)

From Kyiv, left due to war. Struggles to adapt to a new school and misses his family. Aspires to be an IT specialist.

2

Alina (14 years old, Ukraine)

Arrived with her mother and younger brother; father stayed to fight. Feels lonely and struggles to make friends. She loves dancing and would like to join the school club, but she is afraid that she won't be accepted.

3

Nazar (17 years old, Ukraine)

He owned a small car repair shop with his father, but they had to abandon them. He wants to continue his studies in a new country, but worries about recognition of his qualifications.

4

Kateryna (15 years old, Ukraine)

Math prodigy, won school competitions but now struggles with learning in a foreign language. She is afraid that she will lose the chance to go to a good university.

5

Danylo (13 years old, Ukraine)

Loves soccer and dreamed of becoming a professional player. In a new country, he is ashamed to play with his classmates because they consider him an outsider.

6

Oksana (12 years old, Ukraine)

Has health issues and needs special care. New school lacks necessary facilities and her mother is worried that she will not be able to continue her studies.

7

Maksym (16 years old, Ukraine)

Came to a new country alone, without his parents. He lives with distant relatives and although they help him, he feels isolated and lonely.

8

Vira (14 years old, Ukraine)

She loves drawing and wants to become an illustrator. After leaving Ukraine, she feels like she has lost motivation because she doesn't know how she will fit into the new country.

**9****Andrij (15 years old, Ukraine)**

Before the war, he performed in his school theater. He would like to join a drama club but is afraid that his accent and language barriers will prevent him from succeeding.

10**Sofia (17 years old, Ukraine)**

She is actively involved in volunteer activities for other refugees. Despite this, she faces prejudice and doesn't know how to explain to people that migrants do not want to "take jobs away from locals."

11**Oleksiy (13 years old, Ukraine)**

He is passionate about programming. In the new country, he is trying to continue coding, but his new school does not provide access to the necessary equipment.

12**Natalia (15 years old, Ukraine)**

She arrived in the new country with her younger brother, whom she has to take care of because their mother has to work a lot. She has no time for her own interests or studying.

13**Mykhailo (14 years old, Ukraine)**

He dreams of becoming a doctor but worries that his Ukrainian education won't be recognized. He struggles to understand some subjects due to the language barrier.

14**Lilia (16 years old, Ukraine)**

She was born in Ukraine, but her parents are from another country. She was already discriminated against there, and in the new country, she once again feels like a foreigner.

15**Bohdan (12 years old, Ukraine)**

He loves nature and animals. In his new school, he feels insecure because of his different accent, and some classmates make fun of him for it.

LESSON PLAN

Letters

1

First Letter to Parents: My Feelings in a New Country



45 min.



Goal:

Help students explore the emotional side of separation from family and their first experiences in a foreign country.



Method:

Creative writing, reflection, individual work



Materials:

- Paper, pens
- Music for setting the atmosphere

Procedure

- Creating the atmosphere – Read the following prompt to students:
"Imagine you are a young person from the video story, experiencing life in a foreign country for the first time. Everything is new, you feel lonely, and the language is still a challenge. Today, you are writing your first letter to your parents."
- Individual work – Each student writes a letter to their parents from the perspective of a young migrant from the video story, describing their experiences and emotions from the past week—what they have been through, their worries, joys, and disappointments.
- Voluntary sharing – Students may read their letters aloud or share them in small groups.

Reflection

- How did you feel while writing the letter?
- What would you experience if you were in the young migrant's place?
- How do you think parents would react to such a letter?



2

Parents' Response: How Would They React to My Letter?



45 min.



Goal:

Help students understand the perspective of parents who remain in their home country and experience separation from their child.



Method:

Pair work, text creation, empathy



Materials:

- Paper, pens, students' previous letters

Procedure

- **Looking back** – Students reflect on the letter they wrote in the previous activity. Now, they imagine being parents who have received this letter.
- **Pair work** – Students exchange letters in pairs. They take on the role of parents, read the letter, and write a response. The response should include what they would need to hear in such a situation—words of support, encouragement, or advice.
- **Voluntary reading** – Students may read their responses aloud and discuss how parents might feel.

Reflection

- What emotions did you feel while writing the response?
- Do you think separation is equally difficult for parents and children?
- How can families stay emotionally connected despite the distance?



3

My New World: The Diary of a Young Migrant



45 min.



Goal:

Help students explore the daily challenges and emotions of a young migrant in a new country.



Method:

Individual work, creative writing, reflection



Materials:

- Paper, pens
- Music for setting the atmosphere

Procedure

- **Entering the situation** – Give students the following prompt:
"Imagine you are the young person from the video story. A week has passed in the new country. Every day, you have encountered something new—language, school, people, emotions, uncertainties, and small joys. Today, you are writing your thoughts and experiences in your diary."
- **Individual work** – Students write a short diary entry from the perspective of a young migrant. They should focus on their feelings, surprises, fears, but also small successes.
- **Voluntary sharing** – Students may read their diary entries (or the teacher can read them aloud anonymously).

Reflection

- How did you feel while writing the diary entry?
- Which situations were the most challenging?
- If you were a real migrant, how would you help yourself in this situation?





LESSON PLAN

Social Media Campaign Activities to Eliminate and Break Down Prejudices and Stereotypes Against Ukrainian Migrants

1

Campaign “Stories Without Borders”



Goal:

Personalize the topic of migration, showing the real faces and stories of those affected.

How to do it?

Students reflect on their thoughts, emotions, and what impacted them from the video story of a young Ukrainian migrant. Another option is to arrange an interview with a Ukrainian classmate, asking about their story—how they left Ukraine, what challenges they faced, how they are adapting to life in Slovakia, and what their dreams are. They will process these insights (whether from the video story or the live interview)—each student will write down what resonated with them, their observations, and a personal message. They will then transform these into a short post, video, or photo series and share them on social media.

How to engage the public?

- ▼ Use hashtags **#StoriesWithoutBorders** **#StrongerTogether** **#StoriesWithoutPrejudice** and invite others to join and share their experiences with foreigner integration.
- ▼ Create social media posts—quotes from the interview, simple visuals with key messages.
- ▼ Record short reels or videos featuring powerful thoughts from the story.
- ▼ Encourage people to write words of support in the comments.
- ▼ Organize live streams with Ukrainian students answering questions.

2

Challenge #BreakTheStereotype



Goal:

Raise awareness about false perceptions and promote critical thinking in the online space.

How to do it?

Students will create short videos (max. 1 minute) debunking the most common stereotypes about Ukrainian migrants. Each video can follow the "Myth vs. Reality" format, first presenting a stereotype (e.g., "Ukrainians are stealing our jobs") and then providing facts to disprove it.

How to engage the public?

- ▼ Use hashtags **#BreakTheStereotype** **#FactsOverFear**
- ▼ Nominate three others to create their own video.
- ▼ Share on TikTok, Instagram, Facebook, or YouTube Shorts.

10 Common Stereotypes vs. Facts to Debunk Them

 Stereotype	 Fact
"Ukrainians are stealing our jobs."	Most Ukrainian migrants take jobs that Slovaks are not interested in (e.g., construction, services, healthcare).
"Ukrainians don't want to work; they just take social benefits."	Many Ukrainians actively seek employment, and a large portion are already working in Slovakia. Their access to benefits is also limited.
"Ukrainians don't know Slovak and don't want to learn it."	Many Ukrainian students and workers are actively learning Slovak, but language acquisition takes time.
"All Ukrainians support the war."	Ukrainians are fleeing the war, not spreading it. Many have lost their homes and loved ones and seek peace.
"Ukrainian children in schools get privileges that Slovak children don't."	Ukrainian migrants face many challenges, and most strive to fit in and be part of Slovak society.
"Ukrainians are arrogant and don't want to integrate."	Many Ukrainians actively seek employment, and a large portion are already working in Slovakia. Their access to benefits is also limited.
"Ukrainians get free housing, while we have to pay for ours."	Humanitarian aid is temporary, and most migrants now pay for their own housing.
"Ukrainian women only came here to find a Slovak husband."	Most women arrived alone or with children to escape war and ensure safety, not for romantic reasons.
"Ukrainians are ungrateful and always complaining."	Ukrainians are grateful for help but naturally face major life changes and uncertainty, which can cause frustration.
"When the war ends, they will stay here anyway."	Many Ukrainians dream of returning home, but the situation in Ukraine does not currently allow for a safe return.

3

Challenge “One Word, Big Difference”



Goal:

Encourage people to think about the words they use and actively change language in their surroundings

How to do it?

Students will create a series of posts showing how words shape prejudice. Each post will contain a commonly used negative word or phrase (e.g., “refugee,” “foreigner”) and below it, an explanation of how we can replace it with more respectful language (“new classmate,” “a person with a story”).

How to engage the public?

- ▼ Use hashtags **#WordsChangeTheWorld** **#RespectInLanguage**
- ▼ Share personal experiences where language influenced their perception of others.
- ▼ Create an interactive Instagram filter that displays a “prejudiced” word and transforms it into a respectful one.

10 Negative Words/Phrases + Their Respectful Alternatives

✗	✓
Refugee	A person who fled the war (Reminds people that it's not just a label, but a human story.)
Foreigner	New neighbor/classmate/colleague (Emphasizes a sense of community rather than separation.)
Ukrainians steal jobs	Ukrainians contribute to society (Shifts the focus to their positive impact.)
They are different, we are Slovaks	We are different, but we live together (Highlights equality in diversity.)
Migrant	A person who creates a new home (Frames migration as a process of adaptation.)
They don't know Slovak	They are learning Slovak (Focuses on progress rather than deficiency.)
Immigrant	A new member of our community (Encourages inclusion in society.)
They don't want to integrate	They need time to adapt (Acknowledges the natural process of settling in.)
They get everything for free	They received help in a crisis (Reframes humanitarian aid.)
Ukrainians don't belong here	Everyone has the right to a safe home (Reminds people of the fundamental human right to safety.)

SOCIAL MEDIA TOOLKIT





Introduction and Guidance Notes

With the increasing role of social media communication in everyday life, the responsibility of its participants is also growing. Social media is filled with easily accessible and shareable content, the consumption of which affects all parties involved in the communication process. It is for this very reason that we consider discussions on this topic important, as social media usage, often for several hours a day, has become a cornerstone of daily life for many young people.

In the following pages, we do not intend to present readers with a short textbook, but rather aim to highlight certain aspects of the topic that, when reflected upon, can shape young people's attitudes toward social media and participation therein. The authors' fundamental principle is that the safest approach is not to communicate through social media at all. However, since this seems utopian, we promote keeping its use to a minimum and approaching it as thoughtfully as possible. This is especially important when expressing opinions on sensitive social issues, such as the topic of war refugees. We strongly recommend striving for personal connections and real-life experiences in the sea of virtual realities.

The following toolkit is primarily intended for use within school groups, meaning we consider it most effective when the questions included are explored with the guidance of a teacher, for example, during a special homeroom session. The diverse range of topics below can be discussed through the course of multiple sessions if needed but can be synthesized as well – the length and number of sessions is to be determined by the facilitating teacher, based on available time and capacities. This toolkit's goal is to reflect on the aspects of participation in social media, so if only one lesson is available, the focus should be on the second chapter of the toolkit. If more lessons can be dedicated to the topic, it is also advisable to cover the questions outlined in the first chapter, with the first five topics being the most essential.

The tasks at the end of each chapter facilitate the exploration of the topic: beyond theoretical definitions, the emphasis is primarily on these activities, as they help engage young participants. For discussions, it is important to create an environment where everyone can share their thoughts – teachers can support this by dividing students into smaller groups of 2-4 and ensuring that each student has at least one minute to respond. If possible, after the small group discussions, a few students should share their thoughts with the entire class. The teacher plays a key role in moderating the discussion.

1 Social Media Consumption

Social Media Consumption

1.1. Gathering Information on Social Media

When consuming content in the media, including social media, it is always important to approach it with a critical mindset and, whenever possible, explore multiple perspectives on a given event or topic. Social issues often involve complex matters that are difficult to fully capture in a short article or a single image. Understanding their complexity requires more time and attention from the audience.

However, the fundamental nature of social media works against this, as it prioritizes delivering as much information as possible in the shortest amount of time, often without the opportunity for deeper engagement. While this approach can be effective in many cases, it falls short when it comes to weighty social issues—such as refugee crises caused by the outbreak of war—where social media consumption alone cannot provide a complete or well-rounded picture.



Task: Think about the last social issues you read about on social media. How did you react to them? How did you interpret the information? Did you verify the accuracy of the data?

1.2. Facts vs. Opinions

One of the key principles of critical media consumption is the ability to distinguish between facts and opinions. Most pieces of content contain some factual basis on which conclusions, thoughts, and opinions are built. However, it is also important to examine the context in which a fact or piece of data is presented. Reading or watching opinions can aid understanding, but it can also be misleading when an author uses facts to promote their own perspective, thereby influencing—or in more severe cases, manipulating—media consumers.

When it comes to topics related to refugees, the sensitive nature of the matter necessitates heightened attention. Given the complexity of their situation, it is especially important to clearly define facts and organize thoughts accordingly.



Task: Give an example of both an opinion and a fact in three sentences each (who did what, when, and where). Think of content you recently came across. How were facts separated from opinions in that piece? Have you encountered different interpretations of the same issue afterward? What final perspective did you form on the topic?

1.3. Starting a Conversation

It might be worth to discuss critical topics and questions with others, such as peers or schoolmates, sharing different viewpoints with one another. Immigration and refugee issues provide plenty of topics worth debating. Even just bringing up the subject in a conversation with another schoolmate can aid in processing such issues. This approach can also improve debate skills as an added plus!



Task: What social issue did you recently discuss with your peers? What pro (supporting) and contra (opposing) arguments did you raise during the conversation? What was the outcome of the discussion?

1.4. Prejudices and Stereotypes

Prejudices and stereotypes help us understand the behavior of the people, groups, communities, and societies around us. However, their simplifying nature can also pose significant risks when we approach others with these preconceived notions. When consuming media content, these prejudices and stereotypes can come into play, sometimes even intensifying, separating us from others. This is especially true for those who may differ from us based on external traits, or for people who speak different languages and come from different cultures, like many refugees.



Task: In what context did you recently hear about refugees in the media? How did it make you feel emotionally? How did you move on from this emotional response?

1.5. Personal Experience

The most effective way to challenge prejudices and stereotypes is by gaining personal experience through interactions with the given social group. If possible, meeting with individuals from immigrant or refugee communities is a valuable opportunity. Volunteering with an organization or program that supports refugee communities can provide a great chance to engage. While there are certainly easier options, such as watching or reading content aimed at this purpose, the most reliable approach is personal connection.



Task: Have you ever met a refugee or immigrant personally? Did this meeting change anything about the image you previously had of them?



1.6. Fake News

Critical media consumption and personal experiences can help us filter out fake news from the overwhelming amount of information around us. This requires careful reading and viewing, and it is advisable to verify every piece of information on multiple platforms. Fake news can be extremely harmful as they amplify existing prejudices, stereotypes, and emotional biases, and even after their incorrect nature is revealed, the effects may be hard to undo. In the case of refugees, fake content is particularly likely to be accepted by media consumers, because it often concerns distant places, and we may have limited access to other sources of information to evaluate their validity.



Task: When was the last time you encountered a piece of fake news? When did you realize that the content was fake? How did your attitude toward the social issue, the people, or the topic change after you discovered this?

1.7. Content Sharing (see also Chapter II)

When sharing content on social media, it is essential to take the above considerations into account and not immediately forward any content that seems exciting, interesting, or funny at first glance. Doing so might amplify the harmful effects of a given content, so it is always worth verifying its authenticity and factuality before sharing. This is particularly important because the content we share shapes the image others have of us on social media. Given the sensitivity of the refugee issue, sharing related content should be approached with extra caution



Task: What kinds of content do you usually share? How deeply do you explore the background of the content you share? What is your goal when sharing a particular piece of content?

1.8. Bullying

Social media provides a rich space for communication but also opens the door to various forms of abuse. It is important to approach it critically and limit opportunities for misuse. Bullying can cause significant emotional harm, particularly for refugees who may be a vulnerable target in peer communities. It is crucial that we pay attention to each other as a community, and if we witness any form of abuse that could have harmful consequences for anyone, we should intervene. If we experience or witness bullying, whether in person or online, it is important to reach out to trusted individuals for support. Many instances of online bullying go unnoticed, especially if the victim does not share their experience with anyone.



Task: Have you ever experienced bullying through social media? How did you handle the situation? Did you seek help from anyone? If not, what was missing for you to do so?

2 Social Media Activity

Social Media Activity

2.1. “What We Do and What We Don’t”

More Often Shared	Less Often Shared	The reasons for less frequent posting about these topics
• Personal Achievements • Family Events • Emotions and Feelings • Romantic Relationships • Travel	• Personal Problems • Political Beliefs • Social Issues • Religious Topics	• Uncertainty: Concern about how one is judged by others • Fear of Embarrassment: Worries about being ridiculed or misunderstood • Avoiding Positioning: Does not want to be associated with certain topics in the eyes of others • Avoiding Offense: Does not want to unintentionally hurt others • Career Concerns: Fear that sharing could negatively affect professional advancement • Fear of Misuse: Concern that personal posts could be used in harmful ways



Task: Rearrange the table according to your usual practices, assess your own sharing habits statistically.

2.2. “Standing Up for Something”

When it comes to public topics, it is important to share content with caution, sensitivity, and humanity because people in society often have different views on the same issue. Public debates always present both pro and contra arguments. Our attitude (our approach, intentions) can also be characterized by these two poles. A pro stance is supportive, forward-thinking, internally driven, and deliberate, aiming for something. A contra stance opposes something. Support builds, while opposition can destroy—even when we are right. In any case, we should remain empathetic and not judge others; instead, we should try to help them reconsider their viewpoint. The key is understanding and grasping the context of the issue or problem.



Task: Imagine a social or public issue that you consider important. Compare how sharing your “cause” on social media could receive supportive comments and reactions, or, on the other hand, could lead to attacks on your cause and personal rejection. How would you experience these two scenarios?

2.3. “Connection”

“He who opens a door tears down a wall”—the essence of this idea is that an invisible barrier between two strangers can be broken with a simple greeting, an empathetic act, an inquisitive start, or even a small gesture.

First and foremost, real-life connection is necessary—a shared experience, dialogue, understanding, a joint program, activity, or any other real experience. This forms a good foundation for sharing content on social media. Not to mention, it is a great opportunity to get to know each other, which enhances personal growth. The value of personal experience far outweighs that of digital interaction.



Task: Be the one who opens the door and breaks down the wall. Ask your refugee schoolmate three questions and pay close attention to their answers. Write a few sentences, as if the story they told you had happened to you!

2.4. “The Greatness of the Act”

If you’ve initiated a conversation about the life, struggles, and challenges of your refugee schoolmate or participated in a joint program and got to know them better, your own opinion is likely to evolve, and any prejudices you may have had are likely to shrink. At this point, the space for posting opens up. Caution! The idea should not be self-serving. The goal is not self-marketing but providing your support and offering generous help to your refugee schoolmate.



Task: Ask your schoolmate how they would feel about a joint social media post about their experience or story.



2.5. “Now It’s Your Turn!”

One of the fundamentals of content sharing on social media is storytelling. It is through stories, stories that life itself writes, that we understand processes. The stories of refugees are sensitive, so approach them with the necessary seriousness! School life offers many opportunities to understand, support, and share your schoolmate’s story—stand by them, take part in their struggles, support them, and proudly contribute to the winds of change.

	Facebook	Messenger	Instagram	TikTok	Threads
Story processing	Sharing in closed group	Sending private messages	Creating Reels or posts	Creating standalone video post	Creating a Thread (text)
	Creating individual or shared Stories	Sharing a photo with a friend	Sending private messages	Creating shared video post	

The smallest commitment can matter, sometimes just a little tap (“like” or other reaction) is enough to show our sympathy. Following refugee schoolmates is in itself an act of boosting their self-confidence and can mean a lot to the other person. Feel free to like their posts. In fact, you can also comment confidently, but always remain supportive (PRO)!

	Facebook	Messenger	Instagram
Engagement Examples	Sending an invitation to a student group	Sharing a useful link	Following
	Following, tagging	Changing discussion “theme” or color	Liking new and old photos



Task: If you have personally met your schoolmate, invite them to create a joint piece of work. Think together about what kind of shared content you would make.



2.6. Available Formats

2.6.1. Photo

People process images **60,000 times faster than text!**

- ▼ A joint photo or selfie with the refugee schoolmate:
 - It could feature a shared heart, like, or peace sign, or another positive gesture.
 - A cool, stylish, heroic image with a positive, constructive emotional tone.
 - You could include more people in the photo, involve your friends in a group picture.
- ▼ Portrait image of the refugee schoolmate:
 - Accompanied by a supportive message, caption.

The photo might be accompanied by a supportive message, caption, emojis and/or hashtags to amplify the picture's message.

2.6.2. Video

One of the most popular formats for sharing is video, but it requires the most effort.

- ▼ A short, edited video can be enough to show that you've stood by your schoolmate's cause (clips from shared experiences, group sports, shared selfie video or boomerang, etc.).
- ▼ Unedited, raw videos (storytelling vlog or dialogue, co-creating content with the schoolmate) can be very authentic (discussing each other's culture, languages, food, traditions, music, etc.).
- ▼ You can edit using simple, free apps like CapCut.
- ▼ The visual content may be slightly rough, but make sure the sound quality is good!
- ▼ Subtitles in the video are important, as well as positive emojis (hearts, likes, sunglasses, arrows, etc.).

2.6.3. Text Content

The simplest but often the most effective way to communicate.

- ▼ Write simply and stay true to yourself – be authentic!
- ▼ It's important that others can easily understand your main message. Answer these for yourself: What is your main message? What change would you want to accomplish? What would your slogan be, and what would be the one word that summarizes your message? Review your draft to see if it answers these questions.
- ▼ Useful symbols: head (think!), heart (care!), hand (act!) strengthen the post. Words like "reason," "emotion," and "action" are great bases for structuring a text post!
- ▼ Numbers, statistics, infographics, or any relevant factual data (with source citation) strengthens the message. The data and sources must be analyzed and verified for accuracy. Look for official sources.



Task: Create a social media post based on the above considerations!

- Stand up for someone or something! Support the cause! Be open and brave, but also smart.
- Take initiative! Lead the way in processes and changes.
- Connect! Get to know your schoolmate personally and do some research on the topics.
- Together, synthesize what the story is and what the lesson, message, or takeaway is!
- Create together, always making it a little better than the average!

2.7. “Topic Ideas”

Some basic “storytelling” starting ideas: themes and occasions to help you connect and build.

- ▼ Personal Stories I: The refugee schoolmate’s story – the journey to becoming a refugee.
- ▼ Personal Stories II: What was life like before the war? Was it perhaps just like ours?
- ▼ Personal Stories III: Visiting each other’s homes, who lives where and how?
- ▼ The Reality Behind I: Exploring the historical and political causes of the war, understanding, and analyzing them.
- ▼ The Reality Behind II: Presenting and analyzing the broader political and social situation here.
- ▼ Joint Learning: Helping with the studying, jointly processing a topic, supporting academic progress.
- ▼ Understanding and Getting Closer: Learning each other’s languages, shared words, and the traditions that come with them.
- ▼ Shared Culture: Hobbies, food, music, sports, architecture, fashion, tourism – anything that connects.
- ▼ Organizing Actions: Joint symbolic flower or tree planting, garbage collection, even fundraising.
- ▼ Collage: Combining drawings, photos, small objects, etc., to create a shared image using any technique.

2.8. “Before You Hit Post...”

Sometimes we post something without thinking about whether it might hurt someone. Maybe a friend doesn’t look their best in a picture, or a joke you made could easily be misunderstood. When you create a post together with a schoolmate, show them the content first, and only post it if they agree – make sure it won’t put them in an uncomfortable position. It’s always worth taking a moment to pause and carefully review your draft before you hit the “post” button.

AGE OF SOLIDARITY

DOBA SOLIDÁRNÍ

A SZOLIDARITÁS IDEJE

EPOKA SOLIDARNYCH

DOBA SOLIDÁRNA



-
- Visegrad Fund
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