Methodical Guidelines for Teachers of Elementary and Secondary Schools for use of game

AARON'S DILEMMA

Table of Contents

INTRODUCTION

The goal of this manual is to offer methodology and inspiration for the use of the mobile game Aaron's Dilemma as an educational tool for teaching about the topics of migration, refugees and human rights in elementary and secondary schools.

Our goal is to help teachers effectively grasp the topic of migration, refugees and human rights through a mobile game. This educational form is experiential and interesting for the youth. The goal of Aaron's Dilemma is to encourage students to find their own opinion in the maze of a big amount of (dis)information, which they receive in connection with the given topics.

The first part of the manual is dedicated to the topic of using games in education and the introduction of the game Aaron's Dilemma.

In the second part of the manual, you will find specific activities that you can use while working with the game or for inspiration.
In Appendix No 1 of this manual, you will find a dictionary of basic terms that will help you get acquainted with the basic terminology of the topic. Appendix No 2 contains a worksheet for Activity No 2.

Before you start working with the game during class, we recommend you to study Appendix No 3 – How to deal with prejudice and offensive remarks. Appendix No 4 contains a list of further sources for working with the topic of migration and refugees. We would be glad to receive any feedback on working with the methodological materials and the game itself in class. You may contact us at info@impactgames.eu.

The team of Impact Games

WHY USE GAMES IN EDUCATION?

Games HAVE BEEN used in education ALREADY for centuries.

Chess served to teach strategic thinking already in the Middle Ages and Kriegsspiel, the game, was created in the 19th century to teach Prussian army officers the tactics of war. It is currently a trend at many schools to work with games such as Minecraft, Dreams, Portal or Civilization in class. These and many others can be used in pedagogical praxis as a supporting instrument, an aid to supplement traditional methods of instruction. In game-based learning students fulfill educational goals through a game, it is key here that the teaching/learning takes places through the game rather than before it. This sort of education can be accomplished by using online or even physical (board, card etc.) games. If a game is implemented into education correctly, it can bring several benefits to the students as well as the teachers.

The benefits of game based learning for students:

- **Motivation**
  An appropriate game is motivating for students and it stimulates them towards further learning.
- **Key competencies of the 21st century**
  Games help with building of skills such as adaptation to a fast-changing environment, problem solving, critical and analytical thinking, creativity and teamwork.
- **The bridging of the abstract WITH the specific**
  Games help students connect abstract concepts with specific ones and so support thinking in context and better remembering of the discovered/learned.

[1]   Kriegsspiel https://en.wikipedia.org/wiki/Kriegsspiel
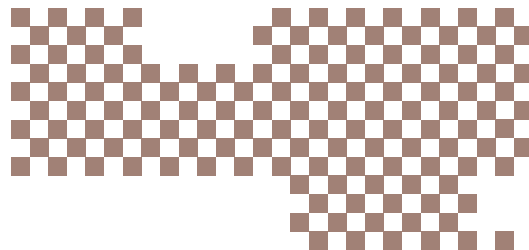
The benefits of game based learning for teachers:

- **Working with complex topics and phenomena**
  Games develop interest in the topic of the lesson; and positively influence the student's relationship with the subject. [2]
- **Getting to know students**
  Games allow the simulation of various situations and to see the character traits of a person that are not visible under normal circumstances. They allow the behaviour of a student under stress to be evaluated. [3]
- **Making the teacher's work easier**
  Games enable to move a part of the pedagogical activity from the teacher to the student and their autonomous activity. In this case the teacher takes on the role of a facilitator or a mentor. [3]

Game based learning as an education approach is further harmonized with changes in society and developments on the job market, since it reacts to increased demand for digital skill and critical, systematic thinking. A lot of the job positions that current students will hold have yet to be invented. We already know, with some certainty, that life and work in the 21st century, in all their aspects, will be closely connected with the use of technologies, the need to solve complex problems, stability in the face of change, tolerance of stress and the ability to react effectively to fast development in our society.

The focus in learning/teaching will be on content as well as the form of education.

Games are just the tool that can help us with the building of skills and competencies needed for the 21st century. Overcoming obstacles, problem solving or evaluation of information are all commonly found in most games. They teach us to think in context, to think analytically and critically and solve problems. Games are also a highly experiential medium. Their ability to immerse a person deep into "action" is extremely useful for the purpose of education. It is not at all easy to ensure such a level of immersion in the school environment. [4]

How can we help you with using games in the classroom?

Naturally, using games in education reaches certain limits. We list the most frequent of these below with ways how we at Impact Games can help you overcome these obstacles.

Accessibility of technologies
In order to use games at school, the necessary technology – mobile phones, tablets, computers, must be available. Unfortunately, schools are not always equipped with technologies ready for the newest games. One of the possible solutions is to

[2]   Gulińska, H., 2008. Gry edukacyjne w nauczaniu chemii [in:] Homo communicativus red. Surdyk, A., Szeja, J.Z., 2(4)/2008. Poznań: UAM
[3]   Kaszkowiak, N. 2017. Games as teaching method http://cometaresearch.org/educationvet/didactic-games-as-teaching-method/
[4]   Squire, K. (2008). Video Games and Education: Designing Learning Systems for an Interactive Age.
       http://website.education.wisc.edu/~kdsquire/tenure-files/02-squire-ed-tech-refchecV3.pdf

ask students (if it is possible) to bring their own device to school.

Impact Games targets the creation of games for mobile devices on purpose since objectively most students have the option to bring a mobile device to school. We understand that even this might be problematic for students from a socially underprivileged background. Our association, therefore, has a goal to establish a "mobile bank" which could lend or outright donate mobile phones to schools. In this way we want to achieve the same access to innovative educational aids, such as games, for all children.

Availability of suitable games

Commercial games are expensive, or are not designed with an added, educational value. On the other hand, games that were designed as educational often do not entertain students since they do not reach the quality of commercial games. In many cases they are focused on the educational and the entertainment and experiential dimensions are on the back burner.
At Impact Games we strive to help to solve this situation by making high-quality games and looking for the balance between education and entertainment. Our goal is to offer these games to schools as much as possible for free or for a symbolic fee.

The readiness of teachers to work with games in the classroom

In order for games to be correctly used in the classroom, the competency of the teacher to work with them as well as with the technologies that accompany the games plays a key role.
At Impact Games, we strive to address this problem by preparing pedagogical methodical manuals – such as this one, that will offer teachers a manual how to work with our games. We are also working on an offer of trainings and webinars with complete practical information for teachers interested in working with our games.

For more information about our activities, game offers, workshops and support materials for games, follow us at www.impactgames.eu or www.gamifactory.eu/en/ or on Facebook and Instagram.

AARON'S DILEMMA

Aaron's dilemma is a story-based game built on decisions that the player makes through the main character – Aaron. This way, the game gives students a chance to "live" the story of a Syrian youngster, Aaron, leaving his home due to conflict in his motherland. This mobile game was designed with an intention to offer a digital aid for education in the field of migration and refugees. The game can also be used with the goal of primary prevention, more specifically for tolerance and human rights protection education.

The game is inspired by the project Syrian Journey produced by the BBC, which arose on the basis of research and interviews with Syrian refugees.
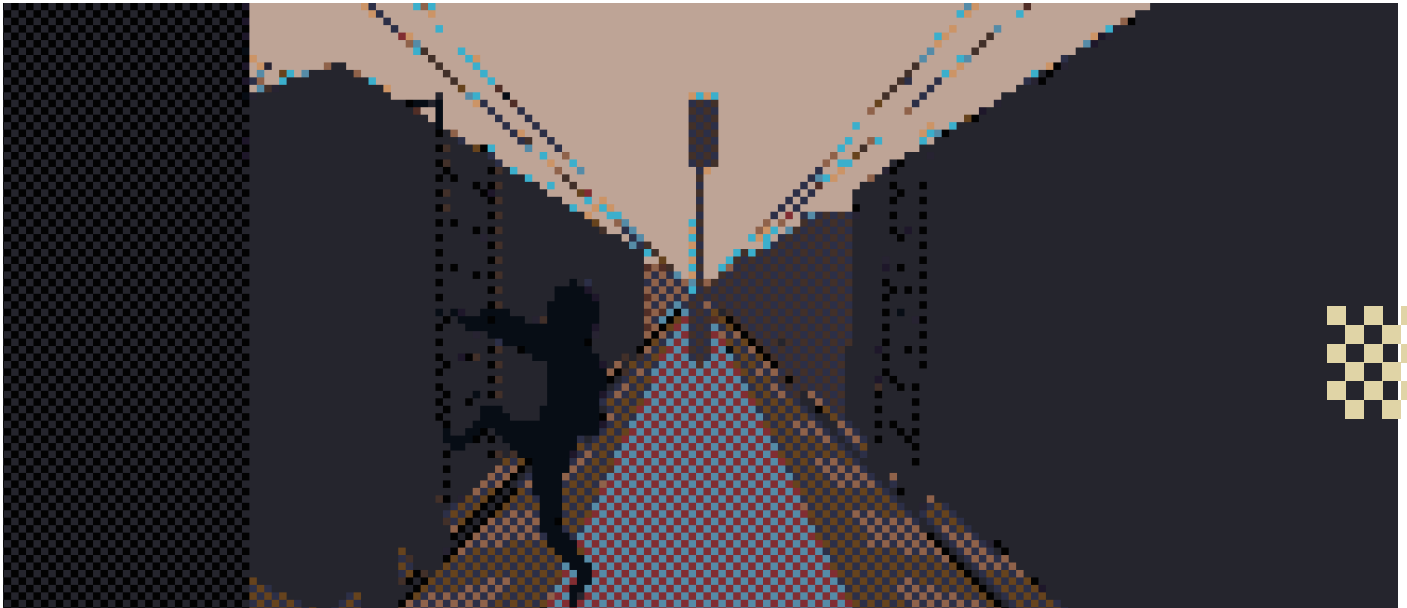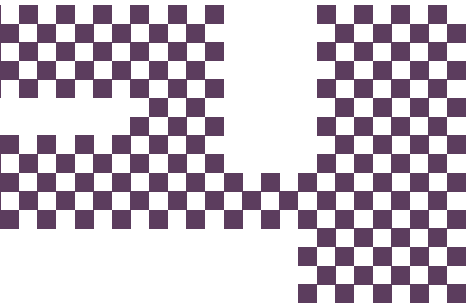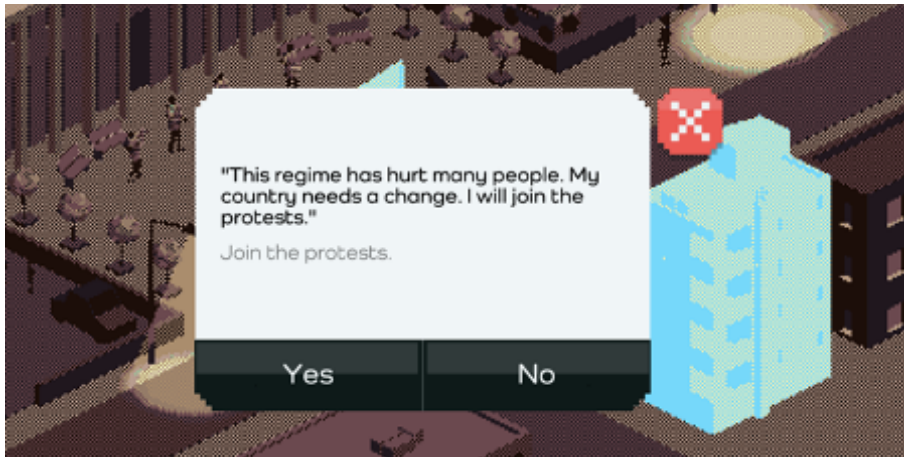
GAME CONTROL

The story of the game begins IN Aaron's room, where the main character receives news about the unrest in the country and a tough hit of the Syrian regime against the insurgents. On this day, a cycle of difficult life decisions begins for Aaron, including the hardest one – to leave home or stay in a place with a certain danger?

The task of the player is to help Aaron decide and overcome obstacles on his way to safety. Decisions that the player must make reflect situations that migrants and refugees commonly face in the real world.


Damascus – March 2011

A wave of protests against the rule of the president and the single ruling party surged in several Syrian cities. The government opted for suppression.

"This regime has hurt many people. My country needs a change. I will join the protests."

Join the protests.

Yes   No

This is Aaron, a hardworking, skilled and ambitious student of medicine. He chose to be a medical doctor when he was still a child. The day both of his parents died in a car accident. He told himself that his parents could have survived if there had been a person with a medical education that day. He and his older brother grew up alone. In order to help Aaron make his dream – to become a doctor – come true, he left to work abroad. Although Aaron often felt lonely, he was doing relatively well. However, a day came when everything changed...

Controlling Aaron is very simple and intuitive, people who do not often play games will manage it as well. The player interacts with the environment by clicking on the screen, objects and characters that he meets along the story. Objects and characters with which it is possible to interact are highlighted in colour or they will become highlighted when you approach them. Interactions help clarify the context or move the story along.
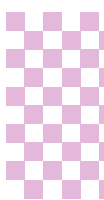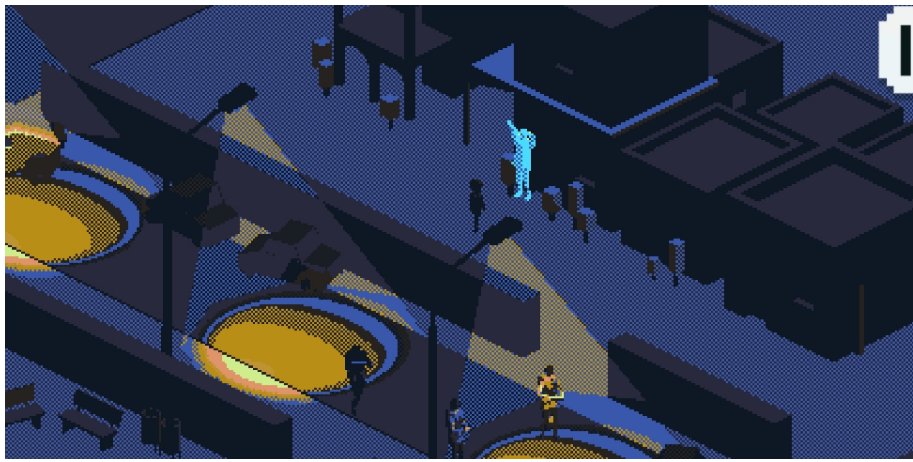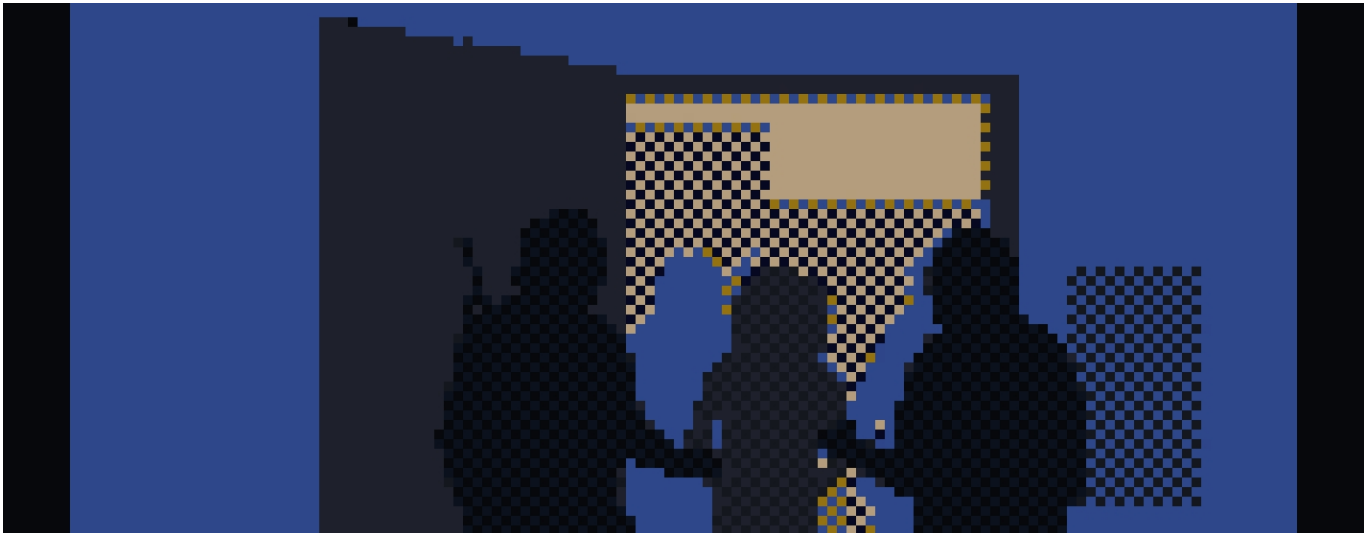
The game has several storylines and endings associated with them.
After finishing each storyline, there is a question with a reflection based on the played content.

If you had to quickly pack your things and leave your home, what would you take with you?
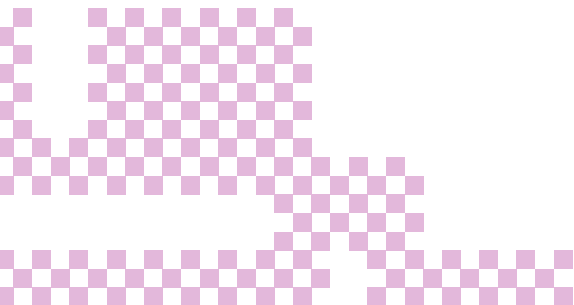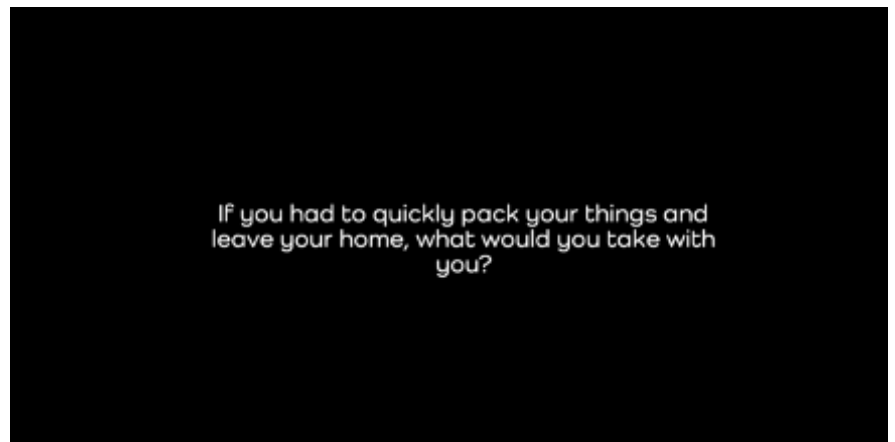
OPPORTUNITIES FOR USING AARON'S DILEMMA FOR EDUCATION

Individual game / for homework
Students can play the game on their own, in a home environment. Then you can connect the game to the content of a lesson and discuss the content together in class. This is a good way if you want to go deeper into the topic and save time that would be used by playing during class time.

In class
In this case, the whole process of interaction and activities connected with the game takes place during class. Aaron's Dilemma was designed in a way that the playing and consequent activities could be done within one lesson.

For distance learning needs
Many schools were suddenly closed during the COVID-19 pandemic and both students and teachers had to change their habits and teaching style quickly and drastically towards online education. The situation highlighted the added value of high-quality digital tools and the competencies to use them. It was games that proved to be particularly suitable for distance learning. Their inclusion into online learning leads to a greater participation of students in education, which was identified as one of the biggest problems by teachers. Aaron's Dilemma is designed so that it can be simply and effectively used in distance education too.

USING THE GAME IN EDUCATION

The game can be used in the educational process in several ways. As a teacher, you know your students best, therefore use this material in a way that will work best with the group you are working with.

In this part we offer 5 model activities that use different work methods (discussion, essay, mind map etc.), which can be a direct template for a lesson or can serve as an inspiration. You can use one selected activity in your lesson or you can combine them.

Thematic areas:
migration, refugees, development cooperation, global education, human rights, war in Syria

Age:
students of final years of elementary schools, students of secondary schools

Time required:
All of the activities can be done within one lesson (45 minutes)

Aides:
smartphone

Every activity lists:
* usability (whether and how) for classroom or distance education
* goals of the activity
* instructions

Preparation for activities
Every student needs to have Aaron's Dilemma downloaded and installed on their device. It is up to you as the teacher whether you will ask your class to install beforehand or install the game together at the beginning of the lesson. In this case, it is necessary to make sure beforehand that all students bring a mobile to the lesson and make sure that the school has an adequate internet connection.

It is important not to discuss the content of the game with the students in advance. As was already mentioned above, learning/teaching in game based education takes place through the game, not before it.

We recommend playing the game yourself before you work with it in the classroom. If it is possible, go through several storylines (through various decisions) so that you get an idea what your students will see and experience in particular parts of the game.

Type of lesson: This activity is suitable for classroom and online education. The activity is suitable for a group of students.

Goals of the activity:
- To understand the content of the game and a situation of a young person who is forced by circumstances to leave his home. To discuss the reasons for his departure, situations and decisions that he faces in the game.
- To develop the skill to formulate and express the students' opinions in the form of a discussion.
- To develop critical thinking, making connections between causes and effects of conflicts and their results on civilian populations.

Instructions:
- **Preparation (5 minutes)**
  Installation of the game, if the teacher asked the students to install beforehand, make sure that everyone has the game installed and that it works properly.
- **Playing (10 – 15 minutes)**
  Ask the students to play with the game for 10 to 15 minutes (as you see best). Students should be able to complete at least one storyline while playing the game. Students who finish earlier should be asked to complete another/more storylines (by making different choices from those they made while playing for the first time).
- **Reflection (25 – 30 minutes)**
  Discuss the game or its parts freely with the students. Encourage students to express their impressions of the game. You can ask the questions listed below.

  Discussion may take place in a big group or you

can split the class into smaller groups so that everyone has a chance to express their thoughts and opinions. The lesson ends with a communal reflection or it could be supplemented by a factual lecture relevant for a particular subject

Discussion questions related to the game
- What was your impression of the game? What do you think this game is about?
- Which questions, observations, impulses came up during the playing?
- Which storylines were you able to complete? Where did you finish?
- Who is Aaron? How would you describe him?
- Think about the story of Aaron. In what kind of situation did he find himself? What did he live through?
- Why did he find himself in the situation?
- In one of the storylines Aaron decides to escape from his country of birth, Syria. Why do you think he did this? How would you react in the situation?
- Aaron faces many obstacles on his journey, he gets into tough situations, has to make hard decisions. Even though it is only a game in this case, people who are on the run in the real world experience very similar difficulties. According to you, which reasons lead people to leave their homeland? Why do you think they act like this?
- If Aaron is able to reach Europe, what do you think awaits him here?

ACTIVITY

knowledge quiz

Type of lesson: This activity is suitable for classroom and online education. The activity is suitable for an individual.

Goals of the activity:
- Increasing student's awareness and orientation in the field of migration and refugees.

Instructions:
- **Preparation (5 minutes)**
  Installation of the game, if the teacher asked the students to install beforehand, make sure that everyone has the game installed and that it works properly.
- **Playing (10 – 15 minutes)**
  Ask the students to play freely with the game for 10 to 15 minutes (as you see best) Students should be able to complete at least one storyline while playing the game. Students who finish earlier should be asked to complete another/more storylines (by making different choices from those they made while playing for the first time).

- **Worksheet (25 – 30 minutes)**
  Later during class, or as a home assignment, ask students to work on a worksheet containing a knowledge quiz. You will find it in Appendix no 2.
- **Reflecting on the worksheet (10-15 minutes)**
  You can shortly return to the quiz during the following lesson and discuss its content.

Auxiliary questions:
- Which questions were easy for you?
- Which questions did you only guess?
- Which answer surprised you the most? Why?

ACTIVITY

a composition (essay, reflection, presentation)

Type of lesson: This activity is suitable for classroom and online education. The activity is suitable for an individual.

Goals of the activity:
- To develop the skill to interpret and analyze the content of the game in the context of global events and the world around us.
- To develop critical thinking, making connections between causes and effects of conflicts and their results on civilian populations.
- To develop the skill to analyze reason due to which people leave their homes, the causes and effects of migration.
- To develop the skill to formulate and express the students' opinions in the form of a written text.

Instructions:
- **Preparation (5 minutes)**
  Installation of the game, if the teacher asked the students to install beforehand, make sure that everyone has the game installed and that it works properly.
- **Playing (10 – 15 minutes)**
  Ask the students to play freely with the game for 10 to 15 minutes (as you see best) Students should be able to complete at least one storyline while playing the game. Students who finish earlier should be asked to complete another/more storylines (by making different choices from those they made while playing for the first time).

- **Composition**
  Later during class, or as a home assignment, ask students to write a reflection, essay or presentation depending on the topic relevant for your lesson.
  Possible topics:
  - Analysis of Aaron's decisions. Ethical dilemmas of people on the run.
  - Which dilemmas Aaron had to solve during his flight from Syria? Which decisions would you have made in his spot?
  - Migration as a global phenomenon. Why people (not only in Syria) leave their motherland?
  - War in Syria and its effects on the local population? What effects have civil conflicts on civilians? How would you suggest to solve the negative effects of military conflicts?
  - What is the situation of refugees after their arrival to the host country?
  - Should the right for an asylum be a basic human right?

ACTIVITY
mind map

Type of lesson: This activity is suitable for classroom and online education. In case of distance education, it is possible to do this activity via online tools such as www.miro.com. The teacher or one of the students shares their screen and writes down the input of the class.

Goals of the activity:
- Increasing students' awareness and orientation in the field of migration and refugees.
- Mapping of what students know or think about the topic of migration and refugees.
- To develop the skill to interpret and analyze the content of the game in the context of global events and the world around us.

Instructions:
- **Preparation (5 minutes)**
  Installation of the game, if the teacher asked the students to install beforehand, make sure that everyone has the game installed and that it works properly.
- **Playing (10 – 15 minutes)**
  Ask the students to play freely with the game for 10 to 15 minutes (as you see best) Students should be able to complete at least one storyline while playing the game. Students who finish earlier should be asked to complete another/more storylines (by making different choices from those they made while playing for the first time).

- **In Aaron's footprints -** drawing a mind map (25 – 30 minutes). You can make the mind map together in a classroom on a board and so map the different situations and decisions we meet in the game. Or every student can make their own mind map alone and so record the specific decisions they themselves made while playing the game. We write the basic topic or only Aaron's name in the middle of the paper/board/online tool. Then we think about decisions that Aaron faced and record them on the map together with thoughts and terms that students connect with the game. The teacher can move the discussion along or enrich it by foreign terms connected to the topic (see Appendix no. 1), which they write into the map. This contextual learning can help students better remember the terminology.

ACTIVITY
comparison

Type of lesson: This activity is suitable for classroom and online education. The activity is suitable more for a group of students.
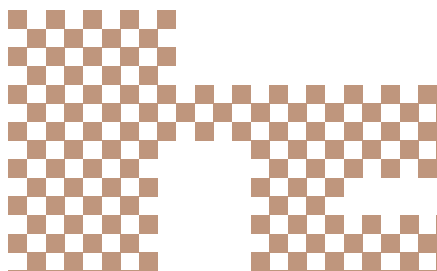
Goals of the activity:
- To develop the skill to interpret and analyze the content of the game in the context of global events and the world around us.
- Building critical thinking of the students.

Instructions:
- **Preparation (5 minutes)**
  Installation of the game, if the teacher asked the students to install beforehand, make sure that everyone has the game installed and that it works properly.
- **Playing (10 – 15 minutes)**
  Ask the students to play freely with the game for 10 to 15 minutes (as you see best) Students should be able to complete at least one storyline while playing the game. Students who finish earlier should be asked to complete another/more storylines (by making different choices from those they made while playing for the first time).
- **Comparison (25 – 30 minutes)**
  This activity is focused on comparing and looking for connections between the events in the game (war in Syria, refugees) with events from our surroundings or history. A short comparison can be chosen by the teacher

according to their own discretion. This approach is usable, for example, in History. We can put today's refugees into context and compare them, for example, with the refugees running from their homes during World War II.

We ask, for example:
- Which historical events of the 20th century lead people from Europe to leave to other countries?
- In which cases would you call them refugees and in which cases would they be economic migrants?
- Where did they run and who and how helped these refugees in the past?

APPENDIX
basic terms

Assimilation
Individual or group merger of the carriers of one culture with the carriers of another, largely dominant culture, which at the same time means the abandonment or extinction of the original culture.

Asylum
An international form of protection against persecution granted to a person according to the Convention Relating to the Status of Refugees, which was adopted in 1951 in Geneva (the Geneva Convention). Asylum can be granted to a person who has justified fears about persecution due to racial, religious, ethnic and political reasons, or due to belonging to a specific social group. Due to these fears, they neither cannot or do not want to return to the country of their origin nor use the protection of this country. The country where they apply for asylum decides about the granting of asylum.

Additional protection
This is a protection of a person that does not have a right to asylum but would face a real danger of a serious lawlessness, for example the death penalty, torture, inhumane or degrading treatment, or serious life danger due to violence during an international or internal armed conflict upon their return to their country of origin.

Emigrant
A person migrating from the territory of a state with the intention of settling in another state for a period longer than one year.

Ethnocentrism
Values-based, cultural or political preference for one ethnic group over others; the perception of others only from the point of view of their own ethnicity.

Immigrant
A person migrating to the territory of a state with the intention of settling there for a period longer than one year.
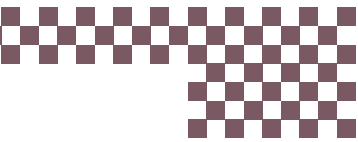
Integration
A dynamic, two-way process of mutual adaptation of migrants and local residents of member states.

Migration
The movement of people or groups of people in a geographic and social space connected with a temporary or permanent change of the place of residence. We can categorize migration in the following ways:
- **cross border migration –** the movement of people through the borders of sovereign states connected with a temporary or permanent change of residence;

- **internal migration –** the movement of people within one state connected with a temporary or permanent change of residence;
- **voluntary migration –** free movement of people or groups of people, for example for the purposes of employment, family reunification, education and so on;
- **forced migration –** involuntary leaving of a country of origin due to political and social problems, war conflicts, natural disasters, serious existential and economic problems or other long-lasting crisis situations;
- **legal migration –** crossing of the border of a country with a valid travel document, possibly also a valid visa or permissions, if required for entry into a country;
- **illegal migration –** unauthorized crossing of the border of a country without a valid travel document, visa or permission of stay or unauthorized stay on the territory of a country after the expiration of a travel document, visa or permission of stay;
- **long term migration –** movement of people that change the country of their usual stay for a period longer than a year;
- **short term migration –** movement of people that change the country of their usual stay for a period longer than three months but shorter than a year; except of cases where the movement to another country is connected with a holiday, visit of friends or relatives, treatment or medical procedure or a religious pilgrimage

Migration balance
The difference between the number of immigrants and the number of emigrants, or a migration increase or decrease in a given state.

Migrant
A person who changes the country of their permanent, or usual stay for any reason and moved from their home country to another country for a minimal period of three months.

Multiculturalism
The coexistence of different sociocultural groups with specific systems of institutions, traditions, meanings, attitudes and values.

Repatriation
Mass or individual return of forcefully evicted people back to their homeland.

Refugee
A person who has justified fears about persecution due to racial, religious, ethnic and political reasons, or due to belonging to a specific social group and due to these fears neither cannot or does not want to return to the country of origin nor use the protection of this country.

A refugee is also a person without a state, which due to the above-mentioned reasons cannot or does not want to return to the country of their usual stay.
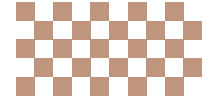
Internally displaced person

A person or a group of people that is forced to flee or leave their home or the place of their usual stay, particularly due to or with an intention to avoid an armed conflict, situation of a general danger/violence, human rights violations or natural/human-caused disasters and which has not crossed an internationally recognized state border.

Xenophobia

The fear of a foreign and unknown culture or their carriers – foreigners.
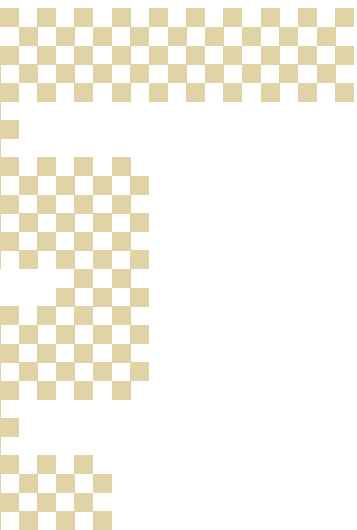
Sources:

- International Organization for Migration, Basic Terms in the Area of Migration and Integration of Foreigners. Available at: https://www.iom.sk/sk/pre-media/zakladne-pojmyo-migracii.html#utecenec

- International Organization for Migration (2013). We too are at home here – an instructional material for teachers and lecturers. Available at: https://www.iom.sk/sk/aktivity/presidlovanieutecencov/18-aktivity/integracia-migrantov/uskutocnili-smeintegracia-migrantov/148-aj-my-sme-tu-doma-vzdelavaciematerialy-o-migracii-pre-pedagogov-a-lektorov.html

1. **The definition of migration is closest to:**
   a) The movement of people or groups of people in a geographic and social space connected with a temporary or permanent change of the place of residence.
   b) Forced movement of people between state borders.
   c) Phenomenon of the 21st century.
   d) The moving of religious minorities (for example Muslims) into Europe.

2. **Who is a refugee?**
   a) A person that moves freely, for example for the purposes of employment, family reunification, education and so on;
   b) A person who has justified fears about persecution due to racial, religious, ethnic and political reasons, or due to belonging to a specific social group. Due to these fears, they neither cannot or do not want to return to the country of their origin nor use the protection of this country.
   c) A person who enjoys running.
   d) None of the answers above is correct.

3. **Aaron from the game Aaron's Dilemma is more a/an:**
   a) refugee
   b) migrant

4. **What is asylum?**
   a) The movement of people through the borders of sovereign states connected with a temporary or permanent change of residence;
   b) The holding of a passport or other identification documents.
   c) A form of protection against persecution granted to a person recognized as a refugee according to the Convention Relating to the Status of Refugees, which was adopted in 1951 in Geneva (the Geneva Convention).
   d) A traditional dish from the Middle East.

5. **We could observe the process of migration for the first time:**
   a) In the year 2015, during the so-called European migration crisis.
   b) Ten thousands years ago when Homo erectus and Homo sapiens left Africa and proceeded to Europe and other continents.
   c) During the Second World War.
   d) In the 15th Century after the discovery of America by Europeans.

6. **The first people to Europe came:**
   a) From nowhere, Europeans have always lived in this area.
   b) From Africa.
   c) From Russia.
   d) From Scandinavia.

7. **What are the reasons for people to migrate?**
   a) Socioeconomic factors (poverty, low standard of living).
   b) Armed conflicts, political instability.
   c) Natural disasters.
   d) All of the above options are correct.

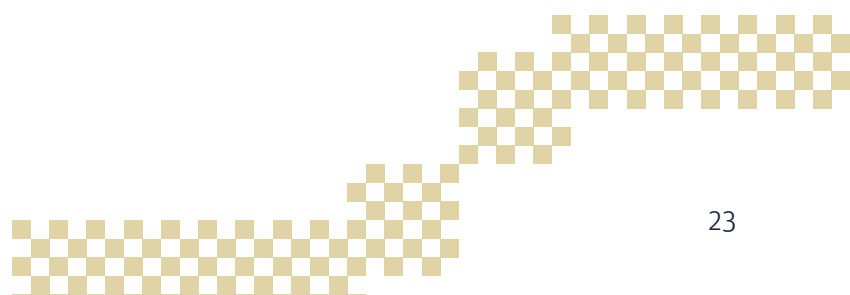8. **Which international organizations deal with topics of migration and refugees?** (1 or more options are correct)
   a) United Nations High Commissioner for Refugees (UNHCR)
   b) International Organization for Migration (IOM)
   c) North Atlantic Treaty Organization (NATO).
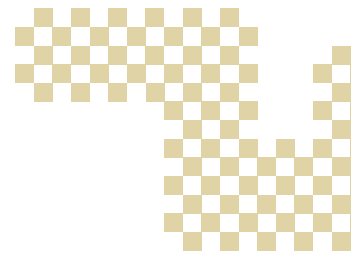   d) World Trade Organization (WTO)

9. **Which country hosts the highest number of refugees (as of 2021)?**
   a) Uganda
   b) Germany
   c) USA
   d) Turkey

10. **From which country does the majority of refugees come from (as of 2021)?**
   a) Afghanistan
    b) Syria
    c) Venezuela
    d) Ukraine

11. Match the terms WITH their definition:

1. Immigrant

a) A person migrating out of a territory

2. Emigrant

b) Mass or individual return of forcefully evicted people back to their homeland.

3. Internally displaced person

c) A person migrating to the territory of a state with the intention of settling there.

4. Repatriation

d) A dynamic, two-way process of mutual adaptation of migrants and local residents of member states.

5. Integration

e) A person forced to migrate within the country of their origin.

6. Assimilation

f) The fear of a foreign and unknown culture or their carriers – migrants.

7. Xenophobia

g) An individual or group merger of the carriers of one culture with the carriers of another, largely dominant culture, which at the same time means the abandonment or extinction of the original culture.

12. Classify the terms either to economic migration or to refugees.

asylum, forced migration, work and business opportunities, internally displaced person, repatriation, personal and career development, UNHCR, visas

Economic migration	Refugees
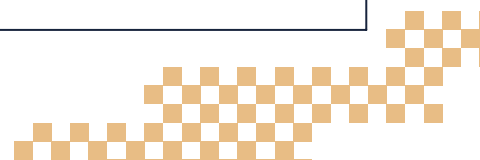
13. What ARE , in your opinion, the pros and cons of migration for the country of origin (the country WHICH a person leaves) and for the receiving country (the country to which a person goes)?

	The country of origin	The receiving country
Pros		
Cons		

Answer key for the test
1.a), **2.**b), **3.**a), **4.**c), **5.**b), **6.**b), **7.**d), **8.**a), b), **9.**d), **10.**b),
11.1c), 2a), 3e), 4b), 5d), 6g), 7f)

12. Economic migration: work and business opportunities, personal and career development, visas ; Refugees: asylum, forced migration, internally displaced person, repatriation, UNHCR

13. Examples of possible answers:
Pros of migration (country of origin): Remittances and related increase in standard of living in the population and its expenses, growth of GDP of the country, know-how acquisition (after the migrant returns to the country of origin), decrease in unemployment
Pros of migration (receiving country): Solving of demographic problems, Covering of unpopular areas of the job market, Brain gain (receiving knowledge, expertise and skills of the migrants without prior expenses for their education, social care and healthcare etc.), Taxes and mandatory fees to the state, Transfer of know-how and innovations, Flexible and dynamic workforce with lower personnel costs, Diversity of the society
Cons of migration (country of origin): Brain drain (the leaving of brains), Social effects of family separation
Cons of migration (receiving country): Brain waste (waste of qualification potential), Effects on the job market – higher unemployment due to incorrect migration management, stagnation/decrease of wages, Less stable workforce, Dependency on the social system, Vulnerable position of migrants in the job market, Social tension between the original population and the migrants, xenophobic attitudes of the public, Potential security threats (terrorism, racism, human trafficking, smuggling, crime rate increase)

APPENDIX

NO.3

How to deal with aggressive comments loaded with prejudices?

We always deal with offensive comments using open questions.
- We express interest in the thoughts of the student. Examples of open questions:
  - How do you mean that?
  - What lead you to this thought...?
  - What arguments strengthen this thought?
  - What arguments weaken this thought?
  - What are the causes?
  - If I said that, what would you think about it?

Opinions might not last long and everyone is entitled to them.
Be as open as possible and pose questions that will enable the student and group to think about what said. We close the affair by explaining why what they said can be perceived as offensive and as such is not acceptable at school.

Let us use the opportunity to analyze the approach loaded with a prejudice.
Let's develop the thoughts that lead to it. Let's not try to simply quell it. An appropriate response could be, for example, this one:

- "I respect your opinion that everyone has a right to their own opinions and even when we do not agree with them. At the same time, I would be interested in and I would like to ask you (or give you homework for next time), which facts would you use to support your thoughts."

Let us support the students in a thorough analysis of the topic.
This is exactly a moment that can spark change in attitudes and values.

Source:
- Hello Czech Republic – Doma v nové zemi, META, o.p.s. – Společnost pro příležitosti mladých migrantů (2015), Authors: Lucie Procházková, Kristýna Titerová Available at: https://meta-ops.eu/wp-content/uploads/2019/12/meta hello czech republic.pdf

APPENDIX NO.4

Further sources relevant to working with the topic of migration, refugees and human rights

Publications, manuals

- Materials of UNHCR
  Available at: https://www.unhcr.org/education.html

- Materials of IOM
  Available at: https://publications.iom.int

Videos

- UNHCR – What is the difference between a migrant and a refugee?
  Available at: https://www.youtube.com/watch?v=3eO8v5GN_s

- UNHCR – We Were the Refugees Once
  Available at: https://www.youtube.com/watch?v=MyJESBay54Q

Project partners

Impact Games is an innovation platform for game development and the use of gamification and technologies for a positive social impact.
We believe that games and new technologies are one of the most effective ways to positive changes in the education sector.

info@impactgames.eu

Butterfly Effect is an educational program with a goal to contribute to the growth of digital business in Slovakia through practical education of a new generation of digital innovators. The program was created in cooperation with the main partners: Pixel Federation, Sygic, Leaf and HUBHUB.

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