

Experimentation of the Teaching Source “Imaginary journey”

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
<i>Difficult</i>	<i>Humanitas</i>	/

Description of the experience

Please describe your experience:

- Number of students and age range: 20, 15-16 years old
- Development of the experience: the activity gets more and more intense
- Strong and weak points:

strong points: it is based on a simulation so it encourages empathy; it evokes many aha-moments that derive from the affective level and are therefore more powerful; students get to know some facts about environmental refugees and policies connected to it, so both cognitive and affective level are addressed.

Weak points:

- The facilitator has to be quite experienced to tackle any kind of racist etc. comments in a way to give the students opportunity to reflect about the situation refugees are forced into based on their own feelings during the activity. This means it has to know the facts, content connected to refugees’ topics quite well in order to ask questions that are connected to the real situation of the run.
- The activity could get too emotional for some students; therefore a lot of attention and time should be devoted for debriefing
- In order for visualization to be as real as possible quiet and relaxing atmosphere should be created. If a group is too big it is difficult to calm down the group.

Needs of the classroom to be addressed

Needs that we wanted to address have been connected to the prejudices and stereotypes towards people with migrant/refugee experience. Information on the refugee topics are mainly affecting our cognitive side, the activity is therefore meant to evoke also our emotional site.

Validation of the teaching source

We would definitely suggest the use of this teaching source because it encourages participants to embrace their vulnerability, emphasise and act.

Testing carried out in September 2020