

Welcome at school

A6: Welcome to my dreamland! +



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Deliverable Factsheet

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Project Title:	'Welcome! - Preparatory online school for children with migration background'
Title of Document:	WP2A6: Welcome to my dreamland +
WP:	WP2: design and release of a platform to valorize (migrant) children repertoires and experiences facilitating language socialization and plurilingual and pluricultural integration
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Abstract:	WP2 aims to deliver a tool whose purpose is to serve as a digital playground for migrant and refugee children in their integration trajectory in the host country. WP2A6 offers pedagogical scenarios around dreamland as one of the 7 pedagogical themes (music workshops, digital storytelling, cross-cultural cooking, dreamland, arts workshops, sensorimotor workshops, tandem learning).
Keyword list:	Learning scenarios, innovative pedagogies, technology enhanced learning, plurilingualism, pluriculturalism, intercultural education
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Dreaming of Tomorrow

Activity inspired by [I Have a dream... Writing Prompt](#) activity from [Twinkle](#)

Welcome to My Dreamland Workshop: Dreaming of Tomorrow – Creating Visions of an Ideal World	
Target group:	Students aged 15-18 (but adaptable for other age groups)
Duration:	2 sessions, 45 minutes each
Learning objectives:	
<ul style="list-style-type: none"> • Enhance students' creative writing skills. • Stimulate self-reflection on individual dreams and aspirations for an ideal world. • Cultivate a sense of hope and optimism towards the future. 	
Organization:	<ul style="list-style-type: none"> • Classroom setting arranged to accommodate individual artwork creation and a central installation. • All students, regardless of background, are equally involved and participate in discussions and activities. • Presentations and Group Discussion.
Strategies:	<ul style="list-style-type: none"> • Group discussion • Individual reflection and writing • Peer sharing
Materials:	<ul style="list-style-type: none"> • I have a dream – writing handout. • Writing materials (pens, pencils, colored pens for illustrations).
Before the workshop:	
<ul style="list-style-type: none"> - Prepare a selection of inspiring quotes or short stories about dreaming of a better world. - Ensure all necessary materials are prepared and available. 	
Teacher's instructions	
Introduction:	10 min
<ul style="list-style-type: none"> - Start by sharing a couple of inspiring quotes or short stories about dreaming of a better, ideal world. - Discuss the power of hope, and dreams, and the role they play in shaping societies. 	
Group Discussion:	15 min
<ul style="list-style-type: none"> - Pose questions: <ul style="list-style-type: none"> - <i>If you had the power to create a perfect world, what would it look like?</i> - <i>What values would be most important in this ideal world?</i> - Allow students to share their thoughts and dreams. 	
Introducing the Activity:	10 min
<ul style="list-style-type: none"> - Distribute I have a dream – writing handouts. - Explain the task: <i>Using your imagination, think about an ideal world and the changes you'd love to see. These can relate to societal changes, environmental improvements, personal aspirations, or any other vision you might have.</i> 	

<p>Initial Brainstorming:</p> <ul style="list-style-type: none"> - Give students time to jot down initial ideas or aspects they might want to describe further in their writing. 	<p>10 min</p>
<p>Session 2</p> <p>Individual Writing:</p> <ul style="list-style-type: none"> - Encourage students to elaborate on their visions of an ideal world using the "Ideal World Writing Prompt" sheet. Inspire them to use vivid descriptions and possibly illustrations. <p>Peer Sharing:</p> <ul style="list-style-type: none"> - Have students form pairs to share their visions with one another. This exchange promotes understanding and mutual respect for varied dreams. <p>Group Reflection:</p> <ul style="list-style-type: none"> - Invite several students to share their envisioned worlds with the entire class. - Facilitate a discussion around shared hopes and unique perspectives that were brought to light during the activity. 	<p>20 min</p> <p>15 min</p> <p>10 min</p>
<p>Activity extension: Students could read their version of ideal worlds to younger students, who could add drawings to the descriptions. Then both text and images could be presented on a school exhibition/display.</p>	
<p>Tips for teachers:</p> <ul style="list-style-type: none"> - Offer guidance to students who may struggle to articulate or visualize their ideal world. - Emphasize the open-ended nature of the task, reinforcing that each vision is unique and valid. - If feasible, compile the students' visions into a class booklet or create a mural showcasing their ideal worlds. 	

Welcome to My Dreamland - Land of Dreams

Activity inspired by [UK. Syrian Children Pin Hopes and Dreams Together at IOM Refugee Week Workshop](#)

Welcome to My Dreamland Workshop: Land of Dreams	
Target group:	Students aged 10-14 (but adaptable for other age groups)
Duration:	2 sessions, 45 minutes each
Learning objectives:	
<ul style="list-style-type: none"> • Facilitate mutual understanding and integration among students from different backgrounds. • Encourage self-reflection on personal ideals and what constitutes their dreamland. • Enhance communication and expression through artistic representations. • Promote teamwork and collaboration in building a collective representation. 	
Organization:	<ul style="list-style-type: none"> • Classroom setting arranged to accommodate individual artwork creation and a central installation. • All students, regardless of background, are equally involved and participate in discussions and activities. • Presentations and Group Discussion.
Strategies:	<ul style="list-style-type: none"> • Individual reflection and brainstorming. • Artistic expression (sketching or writing). • Group presentations. • Collaborative assembly of a collective installation.
Materials:	<ul style="list-style-type: none"> • Drawing materials (pencils, colored pencils, paper, etc.) or digital drawing tools (tablet apps or online drawing platforms). • Dreamland printout (the template where students draw their dreamland, which later will be pinned to the world map/globe) • Short presentations or videos showcasing multicultural communities as examples.
Before the workshop:	
<ul style="list-style-type: none"> - Secure drawing materials. - Prepare a large world map outline, or the globe on a classroom wall or board to represent the collective dreamland. - Research and gather some stories or quotes related to utopias or ideal places to share with the students. 	
Teacher's instructions	
Session 1	
Warm-up Activity:	5 min
<ul style="list-style-type: none"> - Start with a quick icebreaker. Ask students to describe a place where they felt happiest or most at peace. This will set the tone for the dreamland theme. 	
Introduction to Dreamland:	10 min
<ul style="list-style-type: none"> - Discuss the concept of a dreamland or utopia. - Share a couple of diverse stories or quotes related to ideal places. 	

<ul style="list-style-type: none"> - Pose the central question: <i>If you could create a place where everything is perfect, what would it be like?</i> <p>Individual Reflection and Drawing:</p> <ul style="list-style-type: none"> - Hand out drawing materials, and a copy of the printout. Students should cut out the country's shape - Ask students to close their eyes for a minute, envisioning their dreamland. - Instruct them to start drawing, capturing as many details of their dreamland as possible. - Peer Sharing (5 minutes): - Encourage students to turn to a neighbor, share their drawings, and discuss the reasons for their choices. 	25 min
<p>Session 2</p> <p>Review and Set the Stage:</p> <ul style="list-style-type: none"> - Quickly recap the previous session's activities. - Point to the large map or landscape outline and explain its purpose as the canvas for the collective dreamland. <p>Dreamland Presentations:</p> <ul style="list-style-type: none"> - Invite students to come forward and present their dreamlands. - Encourage them to explain their choices and visions while holding or displaying their drawings. <p>Collective Dreamland Assembly:</p> <ul style="list-style-type: none"> - Guide students in placing their dreamlands on the collective map. Ensure there's a harmonious blend of all drawings, and overlapping is minimal. - Allow students to explain why they're placing their dreamland in a specific spot on the collective map. <p>Concluding Discussion:</p> <ul style="list-style-type: none"> - Engage the class in reflection. What did they notice about the collective dreamland? What common elements or themes emerged? - Stress the importance of diversity in creating a rich, multifaceted dreamland. 	5 min 20 min 15 min 5 min
<p>Tips for teachers:</p> <ul style="list-style-type: none"> - Be supportive and positive about each student's dreamland vision. Remember, there are no right or wrong dreamlands. - If a student is hesitant or struggling, provide encouragement, or ask probing questions to help them clarify their vision. - Use this activity as a stepping stone to discussions on diversity, cooperation, and the value of different perspectives. - Consider extending this activity with additional sessions, delving deeper into the aspects of ideal societies or communities. 	