

**DIDACTIC HANDBOOK FOR WORKING ON  
MIGRATORY PROCESSES AND  
MULTIPLE IDENTITIES IN THE CLASSROOM**



**A WORLD IN MOTION:**

**A MATTER  
OF RIGHTS**



MINISTERIO  
DE INCLUSIÓN, SEGURIDAD SOCIAL  
Y MIGRACIONES

SECRETARÍA DE ESTADO  
MIGRACIONES  
DIRECCIÓN GENERAL DE PROGRAMAS  
DE PROTECCIÓN INTERNACIONAL  
Y ATENCIÓN MIGRATORIA



Cofinanciado por la UE

## **Doctors of the World, 2022**

### **Concept, written and contents coordinated by:**

Momadou Diagne Lo, main Headquarters of Doctors of the World (Madrid) with the participation of the technical team from the following regions: Beatriz Rodríguez (Andalusia), Rubén Pérez-Langa (Asturias), Ana Tobarra (Catalonia), Elías Amín (Aragon), Iriome Rodríguez (Gran Canaria), Blanca Fraile (Navarre), Cristina Hernández (Tenerife), Cintia Martín and Cristina Cámara (Castile–La Mancha), Ana Hernández (Castile and León), Sol Martínez (Madrid), Verónica García (Galicia), Mamadou Moustapha Ngom (Basque Country), Laura Sánchez (Extremadura).

### **This handbook was possible thanks to the collaboration of migrant and/or racialised role models:**

Yeison García, Safia Al Aaddam, Xirou Xiao, Thimbo Samb.

**Cover, illustrations and content by:** Ana Cebrían

**Design and layout by:** Gil Gijón

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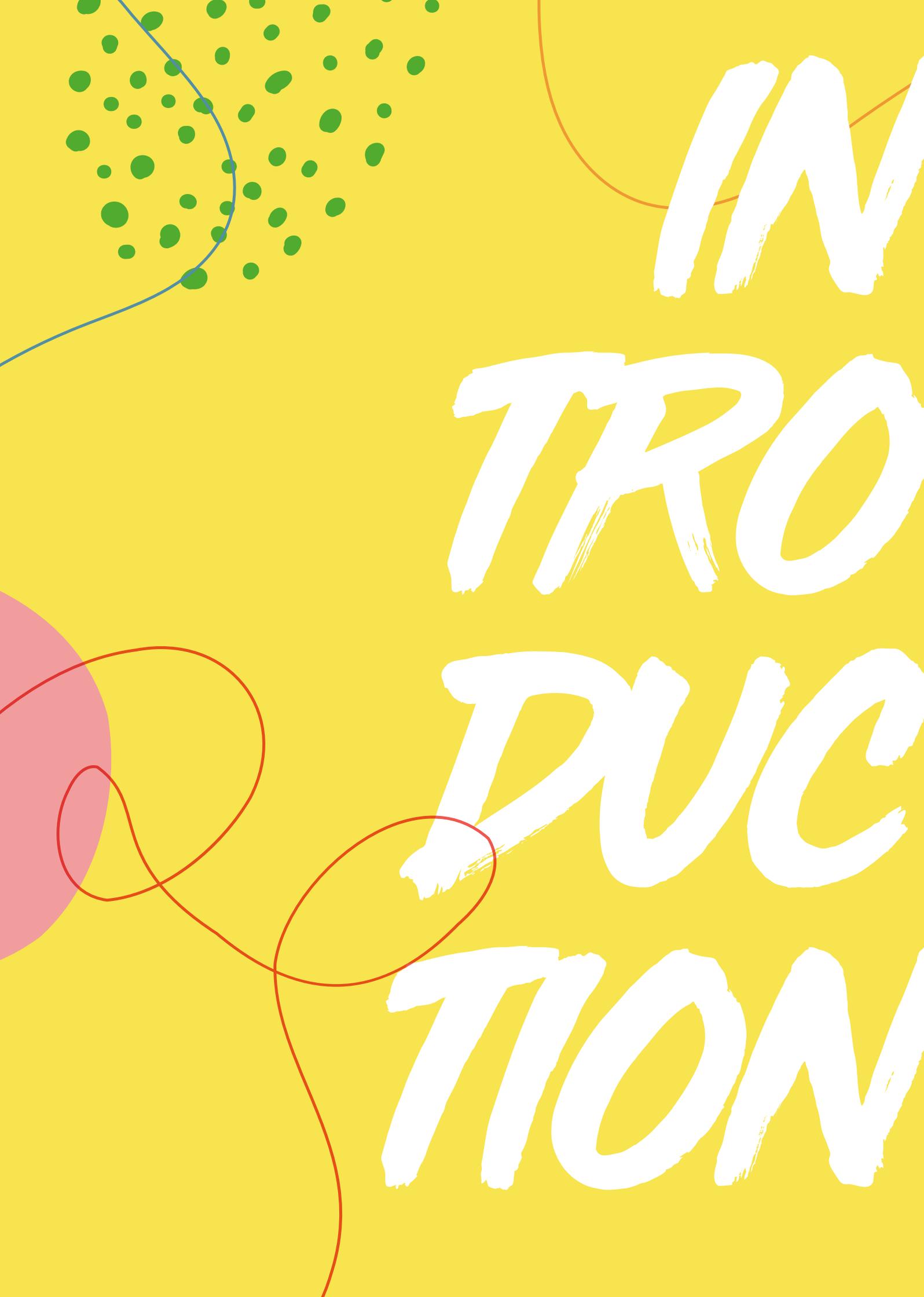
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Bibliography

# INTRODUCTION



## Introduction

This handbook was written in a participatory way by **Doctors of the World's technical team** that operates in the twelve regions and sixteen provinces where this project is being carried out. What you have in your hands is the result of the needs identified by Doctors of the World's technical team and the teachers at schools where we interact with students.

In addition, it reflects the long trajectory that the **A World in Motion, A Matter of Rights project** has had in raising awareness in both formal and non-formal educational spheres regarding migratory processes and rights to health.

Over the years, the project has been adapted to the new realities that exist in Spain. In addition, it aims to promote an inquiring citizenry when it comes to the violation of the human rights of migrants, in particular the right to health.

The goal of this handbook is to offer teachers and the technical team a series of didactic tools for addressing the topic of **migrations** and **diversities** in the classroom to foster a peaceful discrimination-free coexistence and **mutual learning** of each person's potentialities, regardless of their ethno-social origins, religion or gender identity.

## How to use this handbook

This handbook is divided into two parts. The first part contains an introductory section on the social determinants of health and the Education for Social Transformation strategy that we address in our interventions.

The second part contains the four didactic activities designed by the illustrator and art teacher **Ana Cebrián**.

The activities are aimed at teachers and at the Doctors of the World's technical team. The activities are divided into two different blocks: migratory processes, using the

**MIGRATE and BE and JOIN** activities; and in the block on multiple identities the **BELONG and CONNECT** activities are used.

Each activity is four pages long and offers instructions and labels with key concepts that are explained in the handbook's glossary. Teachers are free to creatively adapt the content of the activities to their respective contexts or use them for inspiration.

## Health and Migrations

**Doctors of the World** is an independent international association of volunteers whose work focuses on socio-healthcare, testimony and social and political action to ensure that the **right to health** is avai-

lable to everyone, in particular to those living in poverty, affected by gender inequality and social exclusion, or are victims of humanitarian crises.

## Social determinants of health

The World Health Organization defines social determinants of health (SDH) as **“the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life.”** Full enjoyment of health depends on socio-economic factors, social policies and political systems. Conditions for accessing healthcare can be very diffe-

rent for a number of subgroups in a population and can give rise to differences in results when it comes to health. Social categories, such as race, gender and social class, among others, determine the access to healthcare of populations who do not enjoy certain socio-economic privileges.

## The history of humanity: a world in motion

Volumes have been written on migration and exile over the course of the history of humankind. Today, globalisation has added new nuances to these two concepts that we must be aware of in order to understand what the world we live in is like. In general, migratory movements

today revolve around an asymmetry sustained by an unequal distribution of the population, an **unfair distribution of wealth and an unequal allocation of rights** that lead to different kinds of lives in a globalised world. These factors Health and Migrations Social determinants of

health The history of humanity: a world in motion contribute to the displacement of people from poor countries in search of a better life or fleeing conflict. Currently, one's legal status or place of birth (for countries in the Global North) offers the privilege of free movement, without lives being risked in the migration itself. However, for many people from poor countries

(in the Global South) it is impossible to migrate because of physical and/or administrative borders. Despite this, we must bear in mind that migration is not only caused by economic inequality, but also by **armed conflict, political persecution or other types of persecution** (Doctors of the World Migration Policies p. 5).

## What do we mean by transformative education?

Education for Social Transformation (EST) aims to educate to achieve a global citizenry, bringing about a process of **critical awareness** with the goal of building a society committed to social change that leads to **a fairer, more just and supportive society**. Using EST we want to build a model of active citizenry in local environments to create a citizenry committed to combating exclusion, inequality and injustice in all its forms: racism, xenophobia, LGBTQ+ phobia, etc., while at the same time being involved with global society.

To accomplish this, we need to incorporate integrated cross-cutting approaches to Human Rights, Gender and Intersectionality.

To achieve social change it is crucial that, right from childhood, we encourage critical thinking **to put an end to the prejudice, fake news and stereotypes** that

abound in local, physical and virtual environments. We need counter-hegemonic narratives that bring diverse knowledge and actors to the dialogue. Education should therefore be a tool for change, turning groups, individuals and communities into the protagonists of the social transformations to be achieved.

To bring all of these people together, it is necessary to be critically aware of the role of each person and group in the situation of inequality, as well as the effects that such a role implies (H. Abian: 2021). It is important that we are all aware of our rights and of our ability to influence our surroundings with specific actions to **“combat every illness, including injustice”**, as declared by Doctors of the World's motto.



ACTIVITIES

**DIDACTIC  
ACTIVITIES**

# Migratory process

Migration is a process involving the displacement of a population from a specific place to another place. All peoples have migrated and will continue to migrate due to various factors: **personal, economic, political and others.**

In the past years of crisis, many young Spaniards with university degrees have had to migrate to other more developed countries to seek a better life.

When it comes to immigration, in recent decades Spain has seen an increase in immigrants: these are mostly from nearby countries (the European Union, North Africa); have a historical association stemming from Abya Yala colonisation (Latin America); or are from other regions and migrate for different reasons (economic, political, etc.).

However, when it comes to racism and xenophobia, **the victims tend to be mostly non-European, non-white people** (Council for the Elimination of Racial or Ethnic Discrimination: 2020).

Migration is a lengthy and complex process involving several stages: preparation of the journey, the journey itself, the arrival, settling in.

The migratory process directly involves people who have undertaken the jour-

ney, but also people who are directly or indirectly related, descendants of migrants. The process is multi-directional and multi-level, transforming the host societies into very diverse realities while also making them face situations with multiple discriminations.

The migratory process involves mourning, a process of assimilation and confronting the losses associated with the migration: languages, family and friends, cultural references, social status, etc. (Guía Aragón p. 26).

Classrooms should respond to this diverse reality by promoting places of intercultural dialogue, of peaceful coexistence, of respect and recognition, taking advantage of the mutual enrichment offered by migratory processes.

The following pages suggest **MIGRATE and BE and JOIN** didactic activities to work on migratory processes in the classroom.

# MIGRATE

## ACTIVITY 1: CREATE A PUZZLE - COLLECTION OF POEMS

ASKING WHY WE MIGRATE IS LIKE ASKING HOW EACH AND EVERY PEOPLE ON EARTH WERE CREATED. THERE ARE MANY REASONS THAT DRIVE PEOPLE TO MIGRATE. SOMETIMES IT'S WAR, VIOLENCE, POVERTY; SOMETIMES IT'S HOPE, THE LONGING FOR A BETTER FUTURE OR BEING REUNITED WITH LOVED ONES. IT'S NEVER AN EASY DECISION LEAVING WHAT YOU KNOW BEHIND. CROSSING DESERTS, SKIES AND SEAS, LIVING WITH UNCERTAINTY OR WITH THE FEAR OF HELPLESSNESS, HATRED, TO RETURN AND NOT TO RETURN. WHEN FACED WITH THIS SITUATION, IGNORANCE AND "FAKE NEWS" MAKE IT EVEN MORE DIFFICULT.

### MIGRATORY PROCESS

- # MIGRATORY MOURNING
- # GLOBAL SOUTH
- # GLOBAL NORTH
- # ANTI-RACISM
- # FAKE NEWS
- # MIGRATORY PROCESS



#### GOALS:

- TO TAKE AN IN-DEPTH LOOK AT WHY PEOPLE MIGRATE.
- TO RECOGNISE OURSELVES AS A COUNTRY THAT MIGRATES AND DOESN'T JUST HOST.
- TO BE AWARE OF THE DANGERS OF A MEDIA DISCOURSE BASED ON HATRED.
- TO EXPLORE OUR POETIC SPEECH FROM THE AWARENESS OF LANGUAGE AS AN INSTRUMENT FOR SOCIAL TRANSFORMATION.

## ACTIONS:

TOTAL: 45 MINS

**STEP 1:** READ "RIGHT OF ADMISSION" BY YEISON GARCÍA LÓPEZ

☐ READ THE POEM, EXTRACT THE WORDS THAT MOST MOVE, IMPACT AND INSPIRE YOU, AND SAVE THEM FOR THE NEXT STEP

15 MINS



# MIGRATE

## ACTIVITY 1: CREATE A PUZZLE - COLLECTION OF POEMS

WE SUGGEST AN **ANNOTATED READING** OF SOME OF YEISON GARCÍA LÓPEZ'S POEMS SUCH AS "RIGHT OF ADMISSION" (2021) OR "VOICES OF IMPULSE" (2017).

**I MAKE WORLDS**

**I MAKE IT MINE**

**MY SKIN IS DARK**

**A FRIENDLY LOOK**

**I DRAW LIFE**

**CHILDHOOD**

**RETURN**

CHOOSE SOME WORDS:

FROM HERE, FROM THERE  
I WILL ALWAYS  
BE THE OTHER...

HERE'S A BIOGRAPHY OF  
THE AUTHOR

20 min

**STEP 2:** USING PHOTOCOPIES FROM DIFFERENT NEWS ITEMS ABOUT MIGRATION START A DEBATE ABOUT STEREOTYPES AND MISCONCEPTIONS.

 CROSS OUT SOME WORDS IN THE ORIGINAL TEXT TO MODIFY THE TEXT OF THE NEWS ITEM (OR FAKE NEWS) AND REPLACE THE MISSING WORDS WITH OTHER NEW ONES.

➔

②

# MIGRATE

## ACTIVITY 1: CREATE A PUZZLE - COLLECTION OF POEMS

CREATE SOME PUZZLES: FILL  
IN THE BLANKS WITH  
WORDS FROM YEISON'S  
POEM OR OTHERS THAT  
YOU'VE INVENTED.

MASS ARRIVAL OF  
IMMIGRANTS IN CEUTA.  
THE ARMY IS DEPLOYED  
ON THE BEACH, WHERE  
SEVERAL TANKS AND  
NUMEROUS SOLDIERS  
ARE TRYING TO  
CONTAIN THE ARRIVAL  
OF HUNDREDS OF PEOPLE  
WHO ARE CROWDED  
TOGETHER ON ONE  
SIDE...

~~LONGED FOR ARRIVAL~~  
~~AND A FRIENDLY LOOK~~  
IN CEUTA.  
~~THE DRAWING OF LIFE~~  
~~UNFOLDS ON THE~~  
BEACH, WHERE SEVE-  
RAL ~~WORLDS AND MANY~~  
~~PEOPLE ARE TRYING TO~~  
~~CARE FOR THE ARRIVAL~~  
OF HUNDREDS OF  
PEOPLE WHO ARE ~~HUG-~~  
~~GING EACH OTHER...~~

THIS ACTIVITY CAN BE DONE WITH  
SMALL GROUPS OF 4-5 PEOPLE.

LOOK FOR A TITLE FOR YOUR POEM AND,  
BY CUTTING OUT THE WORDS FROM  
THE NEWS ITEM, TOGETHER WITH  
THE NEW ONES YOU'VE ADDED, CREATE  
THE FINAL COMPOSITION. WHAT DO YOU  
WANT TO TELL? WHICH STEREOTYPES  
DO YOU WANT TO QUESTION?

YOU CAN USE OTHER LETTERS  
FROM NEWSPAPERS AND MAGAZINES  
TO INCLUDE ANY MISSING WORDS.

3

# MIGRATE

ACTIVITY 1: CREATE A PUZZLE  
- COLLECTION OF POEMS

FOR YOUR RECITAL  
YOU WILL OFFER YOUR  
WORK ALONG WITH  
↑ THE ORIGINAL  
TEXT.

STEP 3:

## ORGANISE YOUR POETRY RECITAL.

10 mins  
↓



IN GROUPS, READ YOUR POEMS AND GIVE THEM MEANING. WHAT DID YOU WANT TO CONVEY? WERE YOU ABLE TO BREAK SOME STEREOTYPES LINKED TO MIGRATION? WHAT SOCIAL RELEVANCE DO YOU THINK THE RUMOURS SPREAD IN "FAKE NEWS" HAVE?

### REFERENCES:

(YOU CAN GO MORE IN DEPTH  
BY CREATING ANTI-RACIST "MEMES")

CHECK OUT THE WORK OF THE FOLLOWING ARTISTS BEFORE OR AFTER THIS WORKSHOP IN ORDER TO ENRICH THE DEBATE:

TO LEARN MORE, READ THE HANDBOOK:

M<sup>rs</sup> TERESA HINCAPIÉ      WARSAN SHIRE  
ROMUALD HAZOUMÉ      YEISON GARCIA  
BARTHÉLÉMY TOGUO      LOPEZ  
ESTEFANIA SANTIAGO  
MONA HATOUM  
FRANCISCA BENÍTEZ

ILLUSTRATION  
AND CONTENT:



FOR:



4

# WEBOGRAPHY FOR THE DIDACTIC FILE:

**Yeison García López:**

[@yeison.f.garcia.lopez](https://www.instagram.com/yeison.f.garcia.lopez)

<https://elpais.com/babelia/2021-06-25/una-nueva-voz-preciosa-valiente-bella-y-politica.html?ssm=whatsapp>

**Estefanía Santiago:**

<http://estefaniasantiago.com/tomar-la-forma-de-un-pajaro-es-una-forma-de-querencia>

**Warsan Shire:**

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**Romuald Hazoumé:**

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<https://www.unesco.org/biennaleluanda/2021/en/barthelemy-togo-unesco-artist-peace>

**Mona Hatoum:**

[https://caixaforum.org/es/digital/p/mobile-home-de-mona-hatoum-por-diana-guijarro\\_a12389175](https://caixaforum.org/es/digital/p/mobile-home-de-mona-hatoum-por-diana-guijarro_a12389175)

**Francisca Benítez:**

<https://franciscabenitez.org/>

# BE AND JOIN

## ACTIVITY 2: CREATE AN IDENTITY MAP

FROM THE MOMENT WE ARE BORN UNTIL WE DIE, WE ALL UNDERTAKE A JOURNEY THROUGH LIFE. SOMETIMES IT'S HAPPY AND OTHER TIMES SAD, SOMETIMES WE TRAVEL ALONE AND OTHER TIMES WE ARE ACCOMPANIED. ON OUR WAY WE CARRY BELONGINGS THAT BUILD OUR IDENTITY: GRANDAD'S SMILE, A FAMILY RECIPE, THE MUSIC WE LISTEN TO, A PROFESSION... ALL THESE THINGS, SITUATIONS, FEELINGS AND TRAITS ARE YOUR IDENTITY.

### MIGRATORY PROCESS

- # IDENTITY
- # RACIALISATION
- # LIFE STORY
- # PRIVILEGE / OPPRESSION
- # INTERSECTIONALITY



#### GOALS:

- TO CREATE A MAP OF YOUR IDENTITY IN LAYERS.
- TO BE AWARE OF CIRCUMSTANCES OF PRIVILEGE / OPPRESSION.
- TO EMPOWER YOURSELF BY TELLING YOUR LIFE STORY.

ACTIONS: TOTAL: 45 MINS

**STEP 1:** PRESENT THE ACTIVITY AND CREATE AN IDENTITY MAP:

☐ THINK ABOUT THE SUM OF WHAT YOU ARE BY CREATING YOUR IDENTITY MAP IN LAYERS USING 4 CATEGORIES.



15 MINS ↗

①

# BE AND JOIN

## ACTIVITY 2: CREATE AN IDENTITY MAP

THIS IS JUST A SUGGESTION; YOU CAN ADD OR REMOVE IDENTITIES TO TELL YOUR STORY.

BORROWED OR IMPOSED ME, PARTS OF MY IDENTITY "INHERITED" EITHER WILLINGLY OR BY FORCE.

PRIVILEGED / OPPRESSED ME, MY IDENTITY + OR - SOCIALLY ACCEPTED.

### LAYERS OF IDENTITY

COMMUNITY ME, MY FAMILY IDENTITY, MY FRIENDSHIPS, MY GROUP, MY CLASSROOM...MY URBAN TRIBE.

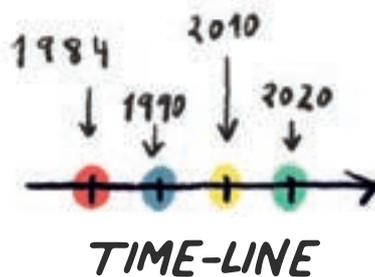
INTIMATE ME, MY MOST PERSONAL LIKES AND TRAITS THAT I MYSELF HAVE DISCOVERED.

LINK A COLOUR TO ALL OF THE CATEGORIES AND PLACE THEM ON THE MAP.

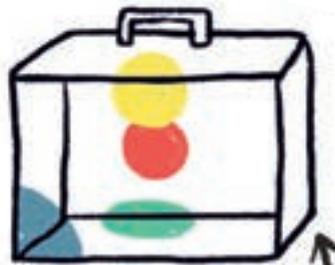
TO CREATE YOUR MAP, USE DIFFERENT IMAGES THAT WILL HELP TELL YOUR STORY. DRAW THE OUTLINE YOU LIKE MOST ON A PIECE OF A3 CARD.



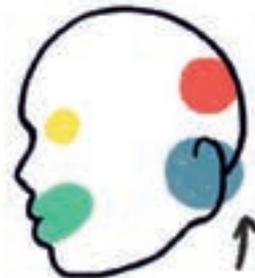
BODY MAP



WORLD MAP



SUITCASE MAP



FACE MAP

YOU CAN ALSO SUGGEST OTHER OUTLINES FOR THE MAP.

PLACE YOUR IDENTITY LAYERS IN ONE PLACE OR ANOTHER DEPENDING ON THEIR SYMBOLISM. FOR EXAMPLE, YOU MIGHT WANT TO PLACE THE "INTIMATE ME" WHERE YOUR HEART IS AND THE "BORROWED ME" IN YOUR HAND.

2

# BE AND JOIN

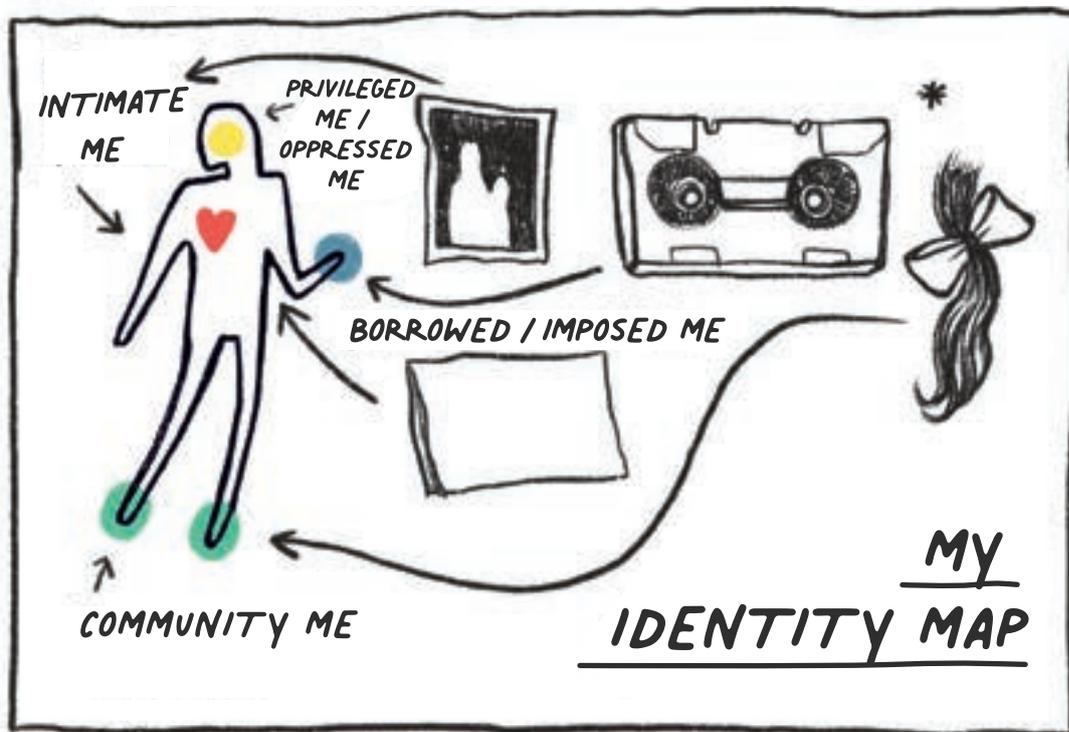
OBJECTS TELL  
YOUR STORY

## ACTIVITY 2: CREATE AN IDENTITY MAP

20 MINS

**STEP 2:** COMPILE WORDS, STORIES, OBJECTS AND IMAGES TO MAKE THE MAP:

- BRING IN OBJECTS, LETTERS, PERSONAL MEMEN-TOS FROM HOME... YOU CAN ALSO PRINT PHOTOS OR MAKE DRAWINGS. THE IDEA IS TO ASSOCIATE OBJECTS AND IDENTITIES.



PUT ALL THESE THINGS ON THE MAP KEEPING THE CATEGORIES IN MIND. YOU CAN STICK THE OBJECTS ON OR TAKE A PHOTO OF THE RESULT.

**STEP 3:** BUILD THE STORY OF YOUR LIFE JOURNEY VIA THE MAP. SHARE YOUR STORY:

3

# BE AND JOIN

## ACTIVITY 2: CREATE AN IDENTITY MAP

YOU CAN TELL YOUR STORY IN THE THIRD PERSON



10 mins



- SHARE THE FINAL RESULT WITH THE OTHERS. YOU CAN BUILD AN EMPOWERING STORY FROM EACH OF YOUR LAYERS. WE RECOMMEND YOU TAKE A LOOK AT THE GLOSSARY IN THE HANDBOOK AND THINK ABOUT LAYERING FROM AN INTERSECTIONAL PERSPECTIVE. WHAT PARTS OF YOUR IDENTITY DO YOU LEND TO OTHERS? WHAT DOES THE IDEA OF COMMUNITY MEAN TO YOU? WITH WHICH OF YOUR IDENTITIES DO YOU FEEL + PRIVILEGED? AND OPPRESSED?

### REFERENCES:

CHECK OUT AT THE WORK OF THE FOLLOWING ARTISTS BEFORE AND AFTER THIS WORKSHOP TO ENRICH THE DEBATE:

TO LEARN MORE, CONSULT THE HANDBOOK:

MARE TRALLA HASSAN  
SILVIA ALBERT HAJJAJ  
W.E.B. DUBOIS NIKOLAJ LYON  
BATOUL SHIMI  
RUBÉN H. BERMÚDEZ  
MONA CHALABI

ILLUSTRATION AND CONTENT



FOR:



4

# WEBOGRAPHY FOR THE DIDACTIC FILE:

**Silvia Albert:**

<https://www.cccb.org/es/participantes/ficha/silvia-albert-sopale/228766>

**Rubén H. Bermúdez:**

<https://www.rubenhbermudez.com/>

**Mare Tralla:**

<https://www.tralla.net/>

**Hassan Hajjaj:**

@hassanhajjaj\_larache

**Batoul Shimi:**

<https://www.meer.com/en/9776-batoul-shimi-world-under-pressure>

**Nikolaj Cyon:**

<https://www.cyon.se/#/alkebulan-1260-ah/>

**Mona Chalabi:**

<https://monachalabi.com/>

**Du Bois:**

<https://flourish.studio/blog/masters-web-dubois/>

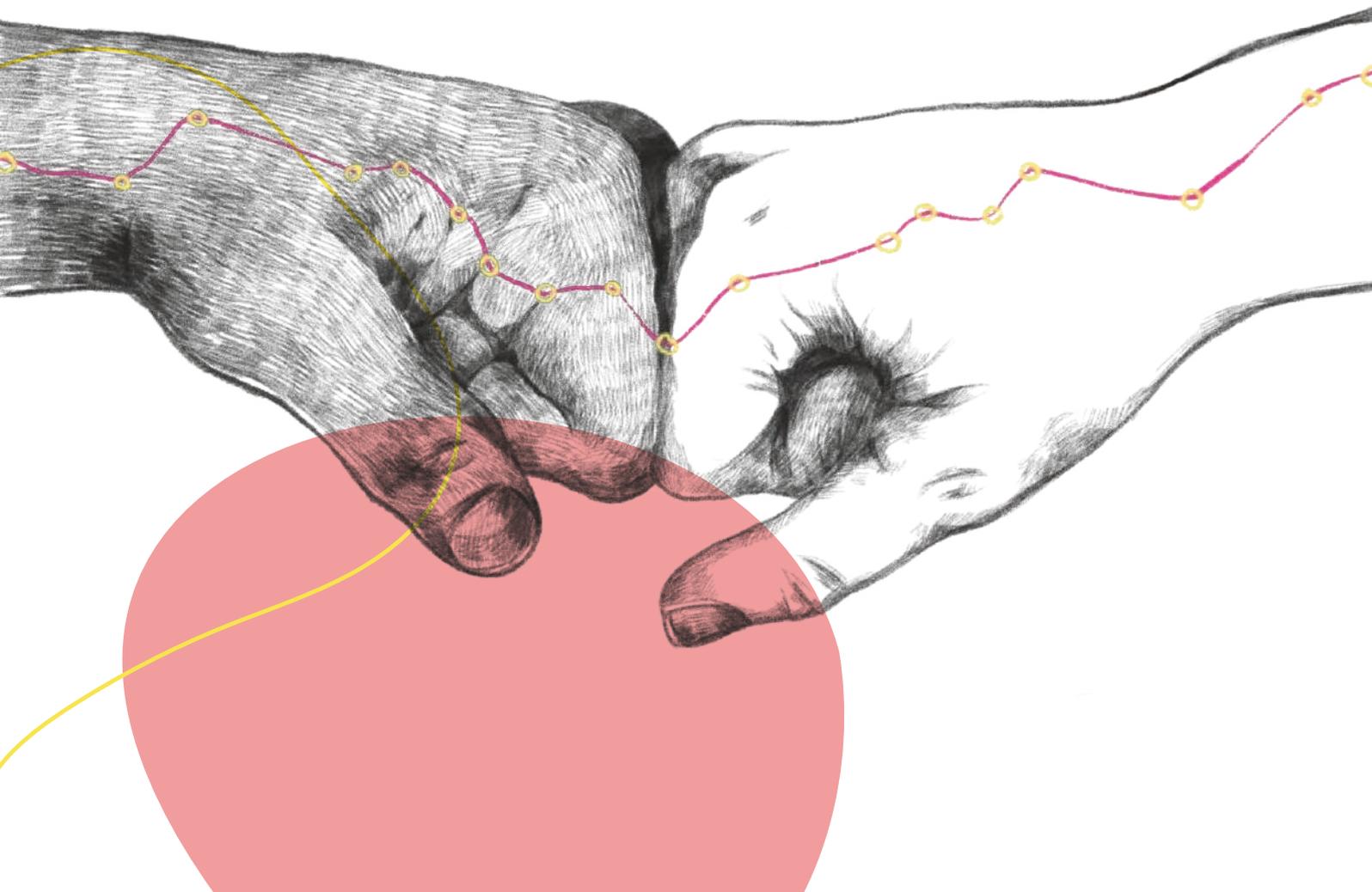
## Multiple identities in the classroom

We live in an ever more diverse society with multiple identities. Racism and other forms of discrimination prevent people from diverse origins from contributing and enriching their host societies. The main victims of discrimination and exclusion in the public sphere and in classrooms are migrants or people from minority non-hegemonic groups who do not fit into a Eurocentric vision.

Social categories, such as gender, ethnic origin, religion, sexual and functional diversity, among others, are common reasons for discrimination in the classroom.

That is why Doctors of the World has been working for years to combat all kinds of exclusion. These dimensions and identities must be kept in mind to build a society and classrooms that are free of all forms of discrimination: gender, race, social class, etc.

The following pages set out **BELONG and CONNECT** activities for working on multiple identities in the classroom.



# BELONG

ACTIVITY 3: CREATE A PHOTO-CALL CALLED "HASHTAG (#), I MYSELF".

WHAT DOES "BEING FROM HERE" MEAN? BELONGING TO A PLACE? BELONGING TO YOURSELF? THROUGHOUT OUR LIVES WE AMASS LABELS OR HASHTAGS. SOMETIMES WE CHOOSE THEM AND OTHER TIMES THEY'RE IMPOSED ON US. THE FACT IS THAT EACH OF US IS SHAPED BY MULTIPLE BELONGINGS THAT INTERACT WITH EACH OTHER IN AN INTERSECTIONAL WAY, IN OTHER WORDS, SOCIETY IS NOT CAPABLE OF RELATING TO THEM SEPARATELY.

→ IF YOU COULD INVENT A NEW WORLD, WHERE WOULD YOU BE FROM? WHAT WOULD THAT WORLD BE LIKE? WHICH LABELS WOULD YOU LIKE TO LIVE UNDER IN THAT LAND? AND IN OUR OWN WORLD? WHICH LABELS DO YOU THINK ARE THE MOST EFFECTIVE?

MULTIPLE IDENTITIES

# INTERSECTIONALITY  
# SEXISM  
# RACISM  
# DIASPORA  
# RACIALISATION



## GOALS:

- TO UNDERSTAND THAT THE LABELS WITH WHICH SOCIETY IDENTIFIES US USUALLY RESPOND TO STEREOTYPES.
- TO UNDERSTAND THAT IDENTITIES ARE COMPLEX, THEY WORK IN AN INTERSECTIONAL WAY AND THE SAME THING HAPPENS WITH DISCRIMINATION.
- TO IMAGINE MORE EMPATHETIC SOCIETIES.

**ACTIONS:** TOTAL: 45 MINS

**STEP 1:** PRESENT THE ACTIVITY, RECOGNISING RACIALISED REFERENCES.

PRESENT THE PHOTOGRAPHS OF DIFFERENT REFERENCES BELONGING TO DIFFERENT COMMUNITIES TOGETHER WITH DIFFERENT CARDS SHOWING REAL AND FAKE CATEGORIES

15 MINS ↗



# BELONG

ACTIVITY 3: CREATE A PHOTO-CALL CALLED "HASTHAG (#), I MYSELF".

# ADOPTED X

# FROM HERE

# RESILIENT

XIROU XIAO

SAFIA AL AADBA M

VERÓNICA GARCÍA

# VICTIM X

# DAUGHTER OF THE BAZAAR X

# ARTIST

# MEDIATOR

# THERAPIST

# ACTIVIST

# WRITER

# GLOBAL

# MIGRANT FAMILY

# MIGRANT X

# ACTOR

# DREAMER

# STREET SELLER

THIMBO SAMB

(THE WORDS ARE SHOWN IN THE SAME COLOUR AND DIFFERENT GENDERS)

TRY TO LINK LABELS AND ROLE MODELS (THE ROLE MODELS THEMSELVES CHOSE THEM). LATER, YOU'LL DISCOVER WHICH ARE CORRECT.



2

# BELONG

ACTIVITY 3: CREATE A PHOTO-CALL CALLED "HASTHAG (#), I MYSELF".

YOU'LL NEED A ROLL OF WHITE PAPER AND WHITE CARD.

20 MINS

**STEP 2:** CHOOSE AN IMAGINED WORLD AND ITS ASSOCIATED LABELS:



AFTER THINKING ABOUT THE STEREOTYPES AND CATEGORIES IN THE ABOVE ACTION, CHOOSE A SERIES OF (#) THAT REPRESENT YOU.

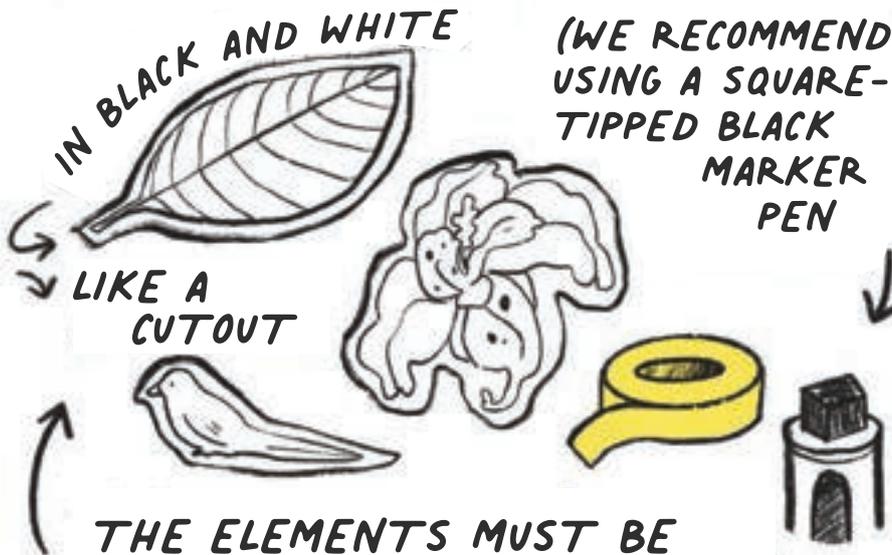


USING THESE LABELS, YOU'LL BECOME A CHARACTER WHO WILL INHABIT A NEW WORLD.

# EMPATHETIC	# DREAMER
# CREATIVE	# FREE

EXAMPLE

IMAGINE THE SCENARIO AND THE ATTRIBUTES OF THE CHARACTER YOU WANT TO BE IN ORDER TO INHABIT THIS IMAGINED WORLD.



THE ELEMENTS MUST BE LIFE-SIZE AND BE STUCK TO YOUR BODY FOR THE PHOTO-CALL.

DRAW THE ATTRIBUTES ON WHITE CARD USING A BLACK MARKER PEN.

3

# BELONG

ACTIVITY 3: CREATE A PHOTO-CALL CALLED "HASTHAG (#), I MYSELF".

MAKE A LITTLE PHOTO STUDIO USING THE ROLL OF PAPER AS A BACKDROP.

**STEP 3:** PREPARE THE PHOTO-CALL.

PHOTOGRAPH EACH OTHER POSING WITH THE ATTRIBUTES AND #S AND THE BACKGROUND YOU'VE CHOSEN.



## REFERENCES:

CHECK OUT THE WORK OF THE FOLLOWING ARTISTS BEFORE OR AFTER THIS WORKSHOP TO ENRICH THE DEBATE.

MEGANE MERCURY  
ADELITA HUSNI-BEY  
AYQA KHAM CARLA HAYES  
TONY GUM  
COCO FUSCO y GUILLERMO GÓMEZ PEÑA LILIANA ANGULO  
SARAH MAPLE CORTES  
PETER & VITO

ILLUSTRATION AND CONTENT

ANA EEBRIAN

FOR:



4

## WEBOGRAPHY FOR THE DIDACTIC FILE:

**Xirou Xiao:** [www.xirouxiao.com](http://www.xirouxiao.com)

**Safia El Aaddam:** <https://hijadeinmigrantes.com/about/>

**Thimbo Samb:** <https://elpais.com/planeta-futuro/africa-no-es-un-pais/2022-02-04/thimbo-samb-mi-historia-y-tu-historia-no-son-tan-diferentes.html>

**Megane Mercury:** @meganemercury

**Carla Hayes:** <https://carlahayes.com/>

**Adelita Husni-Bey:** <https://www.vdrome.org/adelita-husni-bey-post-cards-from-the-desert-island/>

**Ayqa Khan:** <https://ayqakhan.com/>

**Tony Gum:** @tony\_gum

**Coco Fusco:** <https://www.cocofusco.com/>

**Guillermo Gómez Peña:** <https://www.guillermogomezpena.com/>

**Sarah Maple:** <https://www.sarahmaple.com/>

**Liliana Angulo Cortés:** <https://blogs.otis.edu/talking-to-action/artistas/liliana-angulo/>

**Peter de Vito:** <https://www.peterdevito.com/>

# CONNECT

## ACTIVITY 4: CREATE A MASH-UP POSTER

WHEN YOU READ A HISTORY BOOK, YOU'LL SEE THAT ALMOST EVERYTHING THEY TELL APPEARS TO HAPPEN IN-BY-FOR EUROPE. BUT... WHAT HAPPENED IN OTHER PARTS OF THE WORLD? WHEN YOU LOOK MORE CLOSELY YOU REALISE THAT WHAT IS CALLED CULTURE TODAY IS NOTHING MORE THAN THE RESULT OF ENCOUNTERS, EXCHANGES, FUSION, ASSIMILATION AND SOMETIMES ALSO, UNFORTUNATELY, THEFT OR APPROPRIATION. MOST OF WHAT IS CONSIDERED "TYPICAL" IS ACTUALLY A MIX OR MASH-UP OF CULTURAL BELONGINGS.

### MULTIPLE IDENTITIES

# DECOLONIALITY  
# EUROCENTRISM  
# GLOBAL SOUTH  
# TRANSCULTURAL  
# INTERCULTURAL  
# MULTICULTURAL  
# CULTURAL APPROPRIATION



#### GOALS:

- TO UNDERSTAND THAT OUR SOCIETIES ARE THE SUM OF EVERY CULTURAL CONTRIBUTION.
- TO LEARN TRANSCULTURAL AND DECOLONIAL REFERENCES.
- TO QUESTION THE IDEA OF A "SINGLE HISTORY" AND DEVELOP CREATIVITY FROM A CRITICAL PERSPECTIVE.

ACTIONS: TOTAL: 45 MINS

**STEP 1:** PRESENT THE ACTIVITY, GIVE EXAMPLES AND CLARIFY TERMS.

 INTRODUCE THE TERMS IN THE GLOSSARY BY GIVING SOME EXAMPLES OF EXCHANGE, ASSIMILATION OR CULTURAL APPROPRIATION. NEXT, YOU'LL SEE SOME EXAMPLES.

15 MINS ↑



# CONNECT

## ACTIVITY 4: CREATE A MASH-UP POSTER

(THE INSTRUMENT WAS THEN ASSIMILATED AND DEVELOPED BY THE GYPSY COMMUNITY)



### CAJÓN FLAMENCO

INVENTED BY AFRICANS ENSLAVED BY THE SPANISH, THEY PLAYED MUSIC BY SLAPPING BOXES ON BOARD THE SHIPS THAT TOOK THEM TO PERU.

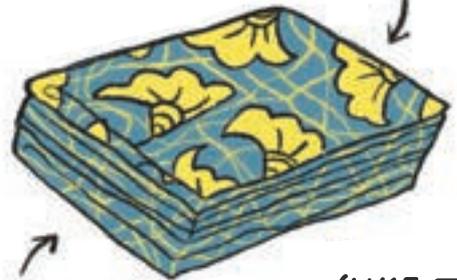


### SALMOREJO CORDOBÉS

THIS CHILLED SOUP, TO WHICH HAM AND EGG IS NOW ADDED, WAS ORIGINALLY A MORISCO RECIPE MADE POSSIBLE BY THE INTRODUCTION OF TOMATOES.

(MAZAMORRA)

(NOT EVERY EXCHANGE HAS A "POSTIVE ORIGIN").



### BATIK FABRICS WAX FABRICS

(LIKE THE POTATO OR AVOCADO)

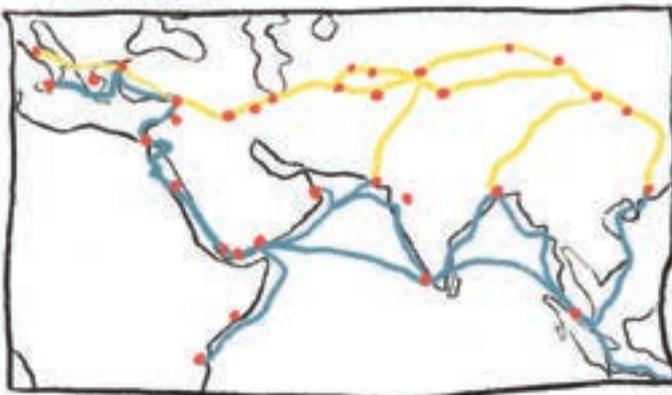
(A PRODUCT OF AMERICAN ORIGIN)



### EMBROIDERIES FROM THE ORIGINAL PEOPLES OF MEXICO AS AN EXAMPLE OF CULTURAL APPROPRIATION.

(DIFFERENT DESIGNS ARE USED BY COMMERCIAL BRANDS THAT MAKE USE OF THIS CULTURAL AND CREATIVE CAPITAL WITHOUT ACKNOWLEDGING WHERE IT COMES FROM)

THE SILK ROAD, WHICH ORIGINATED IN CHINA, BROUGHT ABOUT TRADE IN DYES, SPICES, PAPER, GUNPOWDER AND PASTA.



### THE SILK ROAD

YOU CAN TALK ABOUT NATIONS THAT EMERGED FROM THE COEXISTENCE OF DIFFERENT PEOPLES IN A TERRITORY, AS IS THE CASE OF SPAIN (ROMANS, ARABS, CARTHAGINIANS...). WHAT OTHER CASES OF CULTURAL EXCHANGE CAN YOU THINK OF?



②

# CONNECT

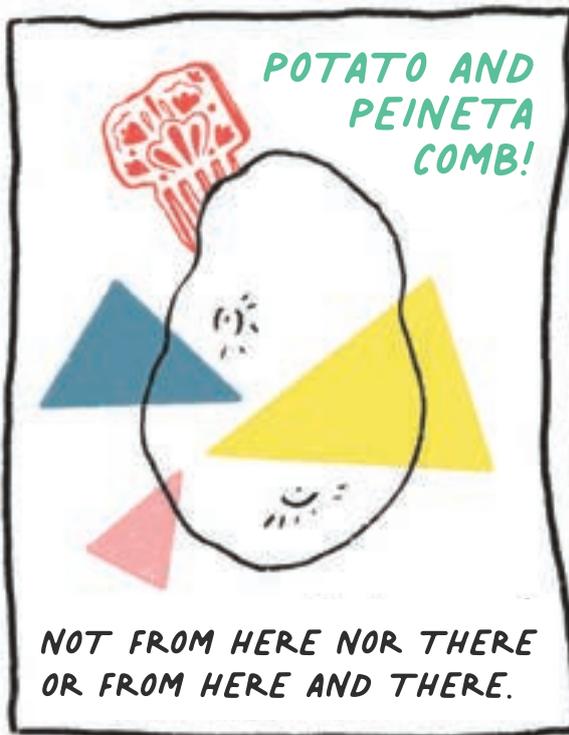
THINK OF THIS EXERCISE LIKE A CAMPAIGN TO ENHANCE THE SCHOOL'S CULTURAL WEALTH.

## ACTIVITY 4: CREATE A MASH-UP POSTER

20 MINS

**STEP 2:** CREATE A "HERE" AND "THERE" POSTER THAT HIGHLIGHTS TRANSCULTURALITY.

- MAKE A MASH-UP POSTER TO DEFEND DIFFERENT ORIGINS, CULTURAL EXCHANGES OR YOUR MULTIPLE IDENTITIES BY CONNECTING TWO IDEAS FROM DIFFERENT ORIGINS.



IT'S BEST TO WORK IN PAIRS OR GROUPS.

↑ CREATE A SLOGAN FOR A POSTER AND USE A DRAWING OR COLLAGE TO MAKE IT.

↘ A MEXICAN ALEBRIJE DECORATED IN THE STYLE USED FOR CERAMICS MADE IN TALAVERA (TOLEDO).

AFTERWARDS

↘ YOU CAN ADD A QR CODE TO OFFER MORE INFORMATION ON THE CULTURAL ORIGINS OF THE CONTRIBUTIONS MADE.

**STEP 3:**

SHOW THE END RESULT TO THE WHOLE GROUP.

3

# CONNECT

## ACTIVITY 4: CREATE A MASH-UP POSTER

YOU CAN VISUALISE THIS TURN OF WORDS BY PASSING AROUND A BALL OF RED WOOL TO WEAVE A KIND OF NETWORK.



10 mins



- SHARE THE FINAL RESULT WITH THE OTHERS. ALTHOUGH YOU DON'T HAVE MUCH TIME, YOU MUST DO A LITTLE RESEARCH ON THE ORIGIN OF THE OBJECTS YOU DECIDE TO COMBINE. WE SUGGEST YOU HAVE COLOURED CARD, MAGAZINES AND PHOTOCOPIES FOR THE COLLAGE PREPARED IN ADVANCE. WHEN YOU PRESENT THE DIFFERENT IDEAS, YOU CAN DO IT BY TAKING TURNS BY ASSOCIATION. (FOR EXAMPLE, WHEN AN ELEMENT IS REPEATED, SAY, THE POTATO, OR AN ORIGIN, COLOMBIA)



### REFERENCES:

CHECK OUT THE WORK OF THE FOLLOWING ARTISTS BEFORE OR AFTER THIS WORKSHOP TO ENRICH THE DEBATE:

TO LEARN MORE, CONSULT THE HANDBOOK:

XIROU XIAO YINKA  
SANDRA GAMARRA SHONIBARE  
EMILY JACIR  
INGRID Nwangi  
LYGIA PAPE AGNES  
TABITA REZAIRE ESSONTI

ILLUSTRATION AND CONTENT



FOR:



4

# WEBOGRAPHY FOR THE DIDACTIC FILE:

**Xirou Xiao:**

<http://liwai.org/cangrejo-pro>

**Agnes Essonti:**

<https://essonti.com/About>

**Yinka Shonibare:**

<https://yinkashonibare.com/>

**Sandra Gamarra:**

<https://www.youtube.com/watch?v=lpi0d5b7jq0>

**Emily Jacir:**

<https://www.sfmoma.org/artwork/2008.20.2.A-B/essay/desire-diaspora-emily-jacir/>

**Ingrid Nwangi:**

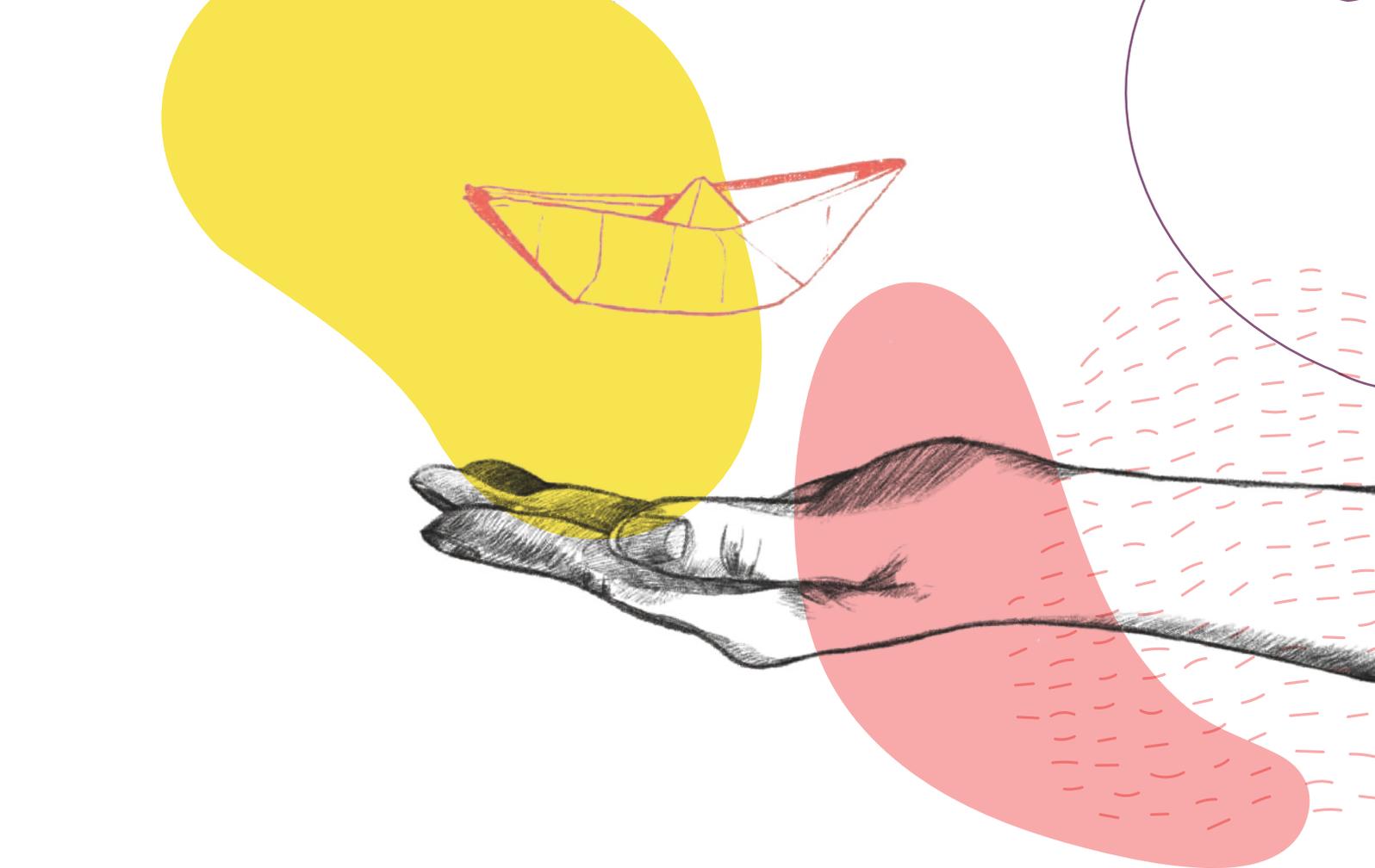
<https://mwangihutter.art/>

**Lygia Pape:**

[https://www.youtube.com/watch?v=L9XsL\\_GvSa8](https://www.youtube.com/watch?v=L9XsL_GvSa8)

**Tabita Rezaire:**

<https://tabitarezaire.com/>

An illustration at the top of the page shows a hand holding a small paper boat. The hand is rendered in a sketchy, charcoal-like style. The boat is made of red and yellow paper. The background features large, overlapping circles in yellow and pink, with a pattern of red dashed lines on the right side.

## Conclusion: For diverse discrimination-free classrooms

The public sphere is a scenario for airing exchanges and the uncertainties of different groups and identities that interact among each other. Classrooms must address diversities from an intersectional approach in order to analyse the dynamics of power relations between the different identities that coexist in a specific space.

Nelson Mandela said: **“Education is the most powerful weapon to change the world.”** Classrooms must therefore be safe spaces where diversity is respected and

where the enriching capacity of their different members is reflected.

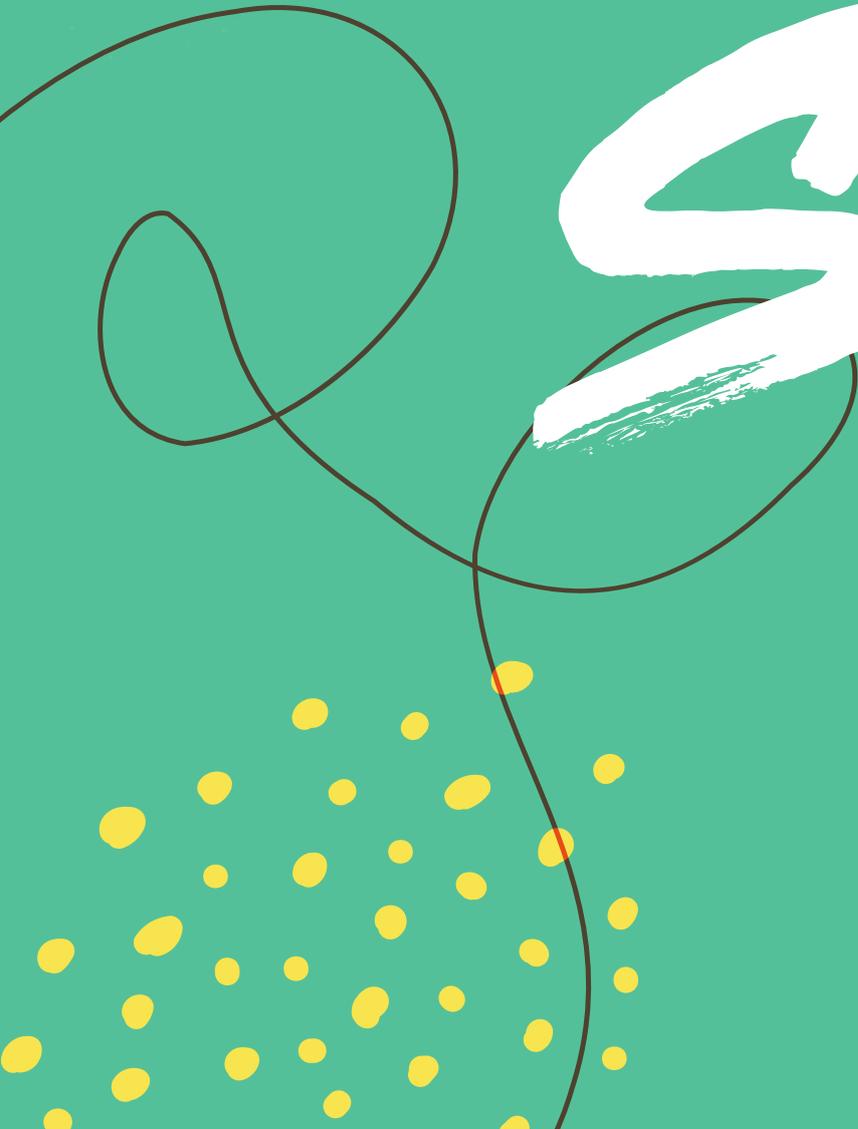
Classrooms in Spain’s different territories must react to the diverse reality of society. Formal, non-formal and informal educational spaces should promote places for intercultural dialogue, peaceful coexistence and respect, and for recognising diversity and the mutual enrichment gained by the migratory process.



GLO

SSA

RY



## Abya Yala

---

The oldest known name we are aware of to date referring to territory in the Americas. Meaning “land in its full maturity” or “land of vital blood”, the name was given by the Guna or Kuna people of Panama and Colombia, who are the Guna Yala people in today’s Panama.

## Anti-racism

---

Fostering actions against racism in its different forms (structural, institutional, systemic, day-to-day, etc.). Being anti-racist is a process that entails recognising and re-examining personal and social privileges, encouraging effort and actions to take part in the fight to combat social inequalities.

## Cultural appropriation

---

Taking the typical cultural elements of an ethnic group or community by people external to it who use them to strip the ethnic culture of all its meaning, trivialising the use of those elements and ignoring any reference to their origin.

## Decolonialization

---

A current of thought rooted in Abya Yala, which describes the logic, metaphysics, ontology and matrix of Western colonial power. Methods and strategies are put forward to thwart the colonial logic that is closely linked to global capitalism.

## Diversity

---

A strategy of inclusion, recognising people from different social and ethnic backgrounds and of different genders, sexual orientations.

## Ethnocentrism

---

Believing a certain culture is superior to others.

## Eurocentrism

---

A vision of the world from a Western perspective with Europe at the centre as the protagonist of history and from where the world is analysed without taking other perspectives into account.

## Feminisms

---

Feminism is a political and social movement, a political theory and a philosophical standpoint that advocates for gender equity. Several currents of feminism exist.

## Gender

---

A set of social, legal, historical, political and cultural attributes assigned to people. It is a social construct that establishes patterns of relationship and the exercise of differentiated power.

## Interculturality

---

Refers to the presence and fair interaction of diverse cultures and the possibility of generating shared cultural expressions via dialogue and mutual respect.

## Intersectionality

---

An approach that addresses the intersectionality between sex, gender, ethnicity, class or sexual orientation as categories that make it possible to see the multiple levels of discrimination resulting from the social construct.

## Male chauvinism

---

A system of oppression that promotes and praises the superiority of men over women and other gender identities.

## Multiculturalism

---

The coexistence and exchange of different cultures in a geographical, physical or social space.

## Privilege

---

A prerogative that benefits some people or groups due to social position, ethnic origin or gender identity. White privilege is that which benefits white people in Western countries over people with other identities.

## Racism

---

A historical and ideological system of oppression (power structure + prejudice) based on discrimination, persecution and the subordination of some groups over others as a result of racial hierarchical organisation that mainly favours white people.

## Racialisation

---

A process by which colonial and neo-colonial powers hierarchically organise populations by race in the global South.

## Sexism

---

Acts of discrimination and multiple expressions of gender-based violence.

## Global South

---

Refers to all those countries/territories whose history is interconnected with colonialism, neo-colonialism and whose social and economic structure contains great social and structural inequalities.

## Transculturation

---

The process by which one society appropriates the cultures and customs of another by substituting, complementing and transforming them. The process can end in acculturation.

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