

The background of the cover is a complex, abstract pattern of overlapping, hand-drawn lines in various colors including blue, red, yellow, green, and purple. The lines are drawn with a thick marker, creating a sense of depth and movement. In the top left corner, the handwritten text "Zell am See" is visible. In the bottom left corner, the handwritten text "Schönberg" and "Schweden" is visible.

Lisa Ferron, Marc Hill, Miriam Hill, Erol Yildiz

# *Faces of Migration.*

Young People Research the History of  
Migration in their Families Together.

*Workbook*

**Lisa Ferron, Marc Hill, Miriam Hill, Erol Yildiz**

*Faces of Migration: Young People Research the History of Migration in their Families Together.*

## **Workbook**

### **Publication details**

Research project “Faces of Migration: Young People Research the History of Migration in their Families Together”, University of Innsbruck, Department of Pedagogy, teaching and research group Migration and Education, Faculty for Educational Sciences. This project was carried out as part of the Sparkling Science programme and funded by the Austrian Ministry for Education, Science and Research.



### **Project team**

Head of team – Univ.-Prof. Dr. Erol Yildiz,

Head of Citizen Science – Ass.-Prof. Dr. Marc Hill

Research assistants – Lisa Ferron, MA, Dr.<sup>in</sup> Miriam Hill, Anita Rotter, MA

Student assistants – Alexander Böttcher, BA, Sena Seker, BA

### **Participating schools**

NMS Vorderes Stubai (Fulpmes), UNESCO NMS Gabelsberger (Innsbruck)

### **Research cooperation partner**

University of Innsbruck. Migration and Globalisation Research Centre

### **Project partners in business and society**

Office of the State of Tirol, Department of Society and Work – Integration

Künstlerhaus Büchsenhausen

Tirol State Museums/ Tirol Folk Art Museum

ZeMiT – Centre for Migrants in Tirol

**Proofreading** Dr.<sup>in</sup> Margret Haider

**English translation** Anna Galt

**Layout** Paula Greulich

**Cover design** Paula Greulich

**Project blog** – <https://www.uibk.ac.at/iezw/migration-bildung/>

DOI: 10.25651/1.2019.0031

<https://doi.org/10.25651/1.2019.0031>

This workbook is licenced under the Creative Commons Attribution-NonCommercial-NoDerivs 4.0 Licence (BY-NC-ND). This licence allows private use, but does not allow the work to be altered in any way or used for commercial purposes. Further information can be found at: <https://creativecommons.org/licenses/by-nc-nd/4.0/deed.de/>

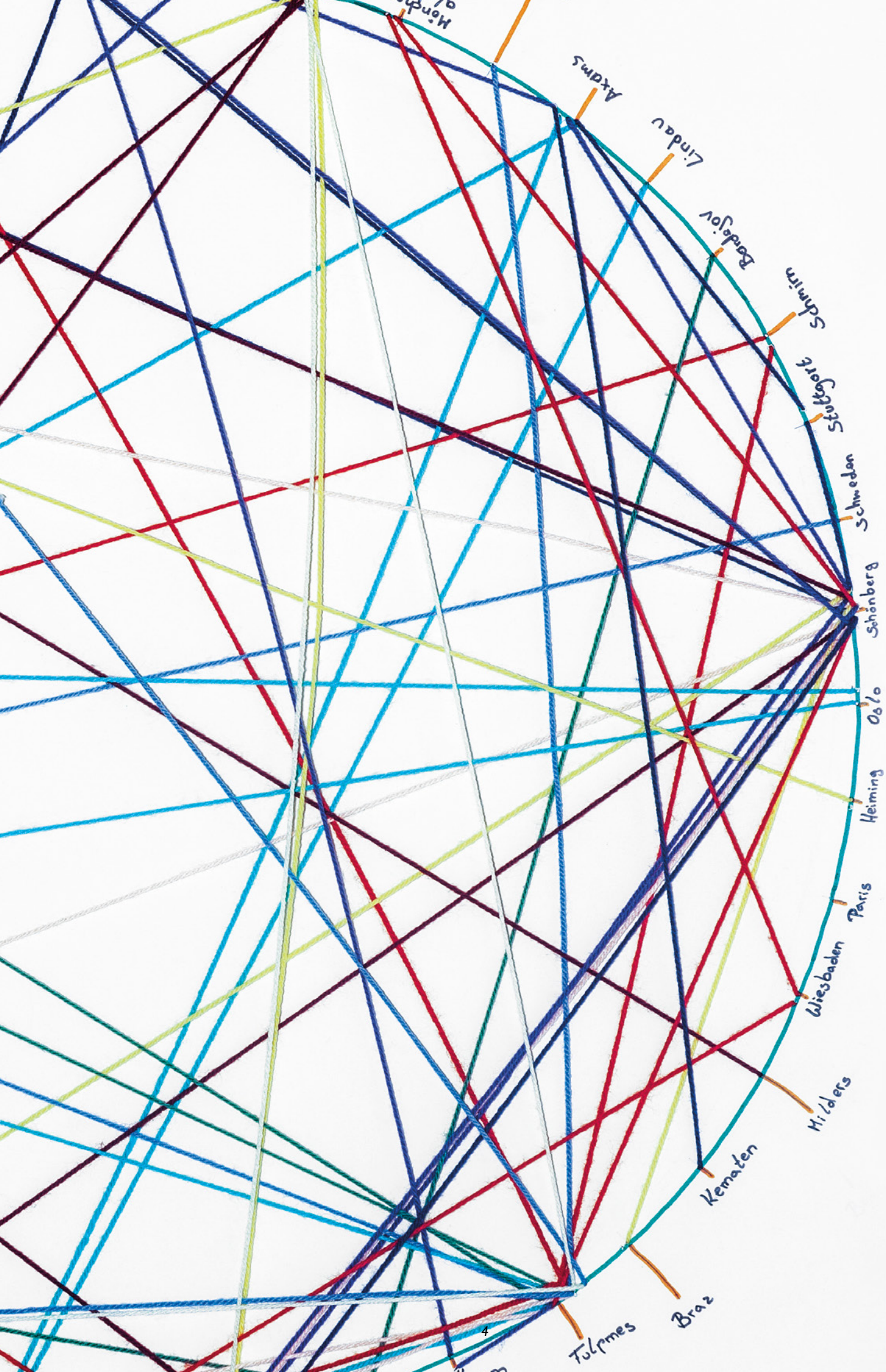
**To ask for permission for adaptations, translations, derivatives or reuse, please contact the authors.**

**Innsbruck, 2019, 1st edition, all rights reserved.**



# ***Contents***

<b><i>Introduction to the topics</i></b>	<b><i>5</i></b>
<b><i>1 Topic “Biography is Migration”</i></b>	<b><i>7</i></b>
1.1 Amina’s biography	7
1.2 Dominic’s biography	8
1.3 Biography map	9
1.4 My life story	10
1.5 My migration object	13
<b><i>2 Topic “Family is Migration”</i></b>	<b><i>18</i></b>
2.1 My family and I	18
2.2 Preparing for the family interview	20
2.3 Excerpts from the interviews	22
2.4 “What’s it like in my family?” Everyday life, rituals and senses of belonging	24
<b><i>3 Topic “City is Migration”</i></b>	<b><i>28</i></b>
3.1 Tours: in search of the traces of migration	28
3.2 Bulgaria, the hut or my own room – my favourite place	34
3.3 Networks – at home in the world	36
3.4 Interviews with members of the public – an extract from the project workshops	37
3.5 Telling the story of history	39
<b><i>4 Project Exhibition</i></b>	<b><i>42</i></b>
<b><i>5 Some final words</i></b>	<b><i>44</i></b>





## *Introduction to the topics*

Human beings have always been mobile in some way. Migration should therefore be viewed as a very much everyday phenomenon that belongs to every society. Family histories especially are directly shaped by experiences of going, coming and staying. This fact led to the creation of this workbook to work on migration and education in school or project classes. It is intended as a practice-orientated collection of ideas for classes or workshops, contains numerous examples and is suitable for working with young people aged 12 to 15.

The basis for this workbook were the results of a Sparkling Science research project, in which school students worked on the topic of "Migration, Diversity and Education" intensively for two years.<sup>1</sup> Titled "Faces of Migration: Young People from Tirol Research the History of Migration in their Families Together" and guided by research staff, a weekly exchange took place in Tirol with five school classes. The main aim was on the one hand to find traces of migration experiences in the students' families together with the younger generation and on the other, to go in search of traces of migration in everyday life in Tirol.

In the workbook itself, migration is discussed as the norm in overall society and as a resource for people's lives. Conveying a flexible and open-minded understanding of migration, based on the experiences of migration and the general experiences of (young) people, should be viewed as an important aim of

educational practice that values diversity. It is therefore of central importance to outline a perspective for class teaching that is close to real life experiences and aimed at practical application. In the following pages, we highlight ambiguous, multi-layered and diverse life practices and results that were collected with the help of the class content developed during the research project. Using this workbook in class means emphasising the local individual and familial experiences of migration as resources, to recognise them as such and to use them in the planning of educational processes in schools.

In this sense, we suggest a diversity-orientated form of education that is open for transformation processes shaped by migration and mobility, education that does not view migratory movements and experiences as a special topic, but as the norm. Overall the workbook therefore aims to encourage a change of perspective regarding the students' own family histories, by making the students' diverse experiences and stories and their relatives the main focus. The motto that might fit would be: "We all have a migration background and we all have multiple homes."

---

<sup>1</sup> The project ran from the 1st of July 2017 to the 31st of December 2019.

***“Biography is  
Migration”***





## 1 Topic “Biography is Migration”

### From a movement map to a biography map

Fewer and fewer people spend their entire lives in the same place, many have moved from place to place several times, crossed national borders. Life-styles have also become more mobile. Spatial and biographical mobility appear to go hand in hand. All this is part of everyday life, but often only becomes evident on second glance: when people tell their life stories, visualise them and reflect on them.

To visualise the geographical movement of individuals, Morgan O'Hara, an international artist who lives in New York, developed an interesting idea: the “movement map”. In it, people's geographical movements are marked on a piece of paper, the various places linked to each other for each individual. The web of lines created this way makes personal world maps visible, including one's own borders.

The concept of the biography map developed by us takes the idea of the movement map as a basis and includes biographical movements and events. By linking spatial and biographical movements and visualising them, interesting, unique and complicated biographical landscapes are created. For example, the biography map documents place of birth, former and current places the person has lived, holiday destinations and other relevant places as well as biographical events and experiences that are then combined with each other for each individual.

The visualised biography maps clearly show that spatial and cognitive mobility have become normal in the twenty-first century, that people have several homes and places they belong, that they can develop multiple cultural and social networks and relationships – and that thus an open-minded everyday practice is created. When a school student from Tirol meets her best friend on Skype, thinks it is nice to feel connected to many people and places, or another student thinks about living in a different place to his current home later on, then it is clear that migration is very much a normal and everyday phenomenon.

While drawing their biography maps in class, students were able to take a personal snapshot of themselves. The process of reflection that went along with this gave them a link to migration and mobility. As the examples in this workbook show, this resulted in a creative discussion about mobile biographies, places and relationships.

### 1.1 Amina's biography

Hello, my name is Amina and I am 13 years old. I live with my parents and my brother in Innsbruck. We both go to school at the UNESCO NMS Gabelsberger. By now I really like living in Innsbruck. I still have connections to other countries and places. The little village in Romania where I spent the first few years of my childhood is especially important to me. My parents left the village to come to Tirol for work reasons, while my older brother and I stayed with our grandparents in Romania. Grandma and Grandpa always took care of us very well and did everything they could for us. My grandma is like a second mum for me. She still calls me every evening to ask how I am. I'm happy when I can visit Grandma and Grandpa during the holidays, usually that's two or three times a year. We also meet my other relations there, who now live in Paris, London and Italy. When we set off on the long journey from Innsbruck, our car is full of luggage and especially presents, like my grandma's favourite coffee and chocolate for the neighbour's children. The summer months in Romania are really lovely. We young people spend our time outside, listen to music, wander around the village and go to McDonald's. There are more than forty friends in our WhatsApp group and that's how we stay in touch from different countries. I am very familiar with life in Romania, because I lived there until I was three. Afterwards I moved to Innsbruck to my parents with my brother. Although I was very happy that we were all back together again, I really missed Romania and wished I could go back.

*Amina / photo by  
Die Fotografen -  
Charly Lair*



*After thinking about a lot, my parents allowed me to move back. When we arrived, we went to a German school, they didn't want us to forget the German we had learned. Life in Romania was harder than I thought. After only one year, we went back to Innsbruck. Now I really appreciate living in Innsbruck, but I'm also happy when I see my relatives who live all over the world. At the moment, our relatives are visiting from Paris. It's nice to feel connected to many people and places.*

## 1.2 Dominic's biography

*Hello, my name is Dominic and I am 13 years old. I live in Telfes, in Stubaital with my family and my cat. I'm in third class at the NMS Vorderes Stubai school. I take the bus there every morning. It takes me around ten minutes to get to school. I meet my best friend Tobias at the bus stop. We often have a lot of fun on the way to school.*

*In my spare time, I like to go to the Young Red Cross, because I like to help other people and spending my free time doing activities with other people makes me happy. When I grow up, I'd like to be a doctor. I share my enthusiasm for the Red Cross with my father. He's been working as a paramedic for many years. His wish to work in the emergency rescue services goes back to a train accident in Mutters many years ago. When he was young, my dad lived in his parents' flat right beside the Mutters train station. That was because my grandfather, my great-uncle and later also my uncle worked for the railway company. One day my father witnessed two trains crashing into each other and saw many people injured. He quickly got the first-aid kit and ran to the accident site, where he offered his help. A few years later, my father took several training courses to be a paramedic and still loves his job today.*

*I was born in Hall in Tirol. My parents lived in Innsbruck for a few years. My dad still has relatives in Germany, but we don't see them very often. My great-uncle emigrated to Paraguay in the 1980s. He stayed there for twelve years. He still likes to talk about the experiences he had there. My aunt has also travelled a lot. She worked as an au-pair in America when she was a young woman. Now she lives with her own family in Bethlehem. A few years ago, she brought me a very nicely decorated snow-globe from Hollywood, which I like to look at regularly.*

*While I only rarely see my aunt, I meet my relatives from Tirol more often. We all get together at family parties and at Christmas. I like living in Stubaital, but who knows: maybe I'll live somewhere else one day.*

Both of these student biographies already make it clear that young people have a treasure trove of experience regarding mobility and migration phenomenon, no matter whether their parents or grandparents come from Austria or another country. It is interesting that almost all the students can talk about their families having connections to other places.

It can be helpful for the teacher to speak to the students about which experiences they share and which are different. The following questions can be used as orientation:

- Have I ever lived in another country or another place?
- Where do my relatives live?
- What do I do in my free time?
- Which places and people are especially important to me?

***Dominic** / photo by  
Die Fotografen -  
Charly Lair*





### 1.3 Biography map

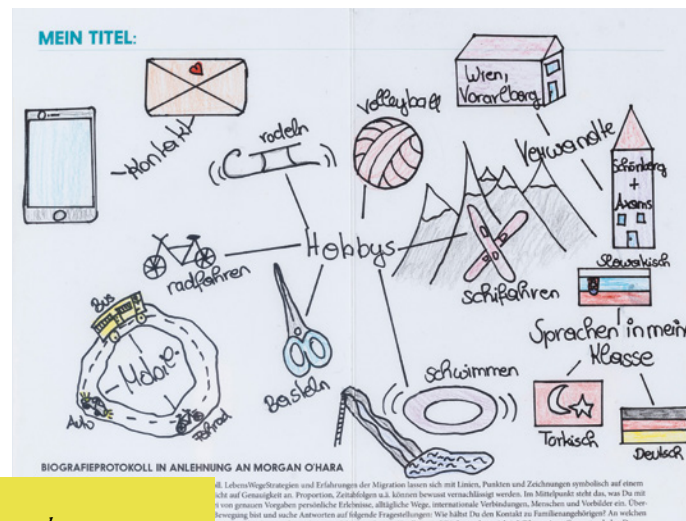
Connections to places all over the globe have become a normal part of everyday life – whether we're shopping, eating in a restaurant, watching TV, going to the cinema, have a specific lifestyle or are politically active. Everyday life, in which we move, act, construct our biographies, is therefore interwoven in a very diverse way with processes and events that cannot be locally defined, even if they manifest specifically in the locality. The spaces of our actions, experiences and expectations are spread out all over the world and this is a constitutive part of our everyday lives. In this way, multiple homes, identities and senses of belonging are possible just like that.

Based on Morgan O'Hara's work, we developed a biography map model during the project, with which students could visualise their "LifePathsStrategies" and experiences of migration using dots, lines and drawings symbolically on a piece of paper. It's not about being precise. Proportions, sequences of events and similar can be deliberately neglected. The students should be able to map out their personal experiences, everyday routes, international connections, people and roles models free of any strict instructions and look for possible answers to the following questions:

*How do you stay in touch with your relatives? What places have you lived in so far? Where did your (grand) parents grow up? What places from your childhood are especially important to you? Is there an object that you or one of your relatives brought back from a trip? Which languages do you speak, when, where and with whom? Where did your parents meet? Do people in your family have different nationalities? Do you live in the place you were born? Which different places do you feel connected to? Which people are especially important to you? What do you think is the nicest place in the world? Which place would you like to live in?*

The following are examples of some of the biography maps made by students, which show the (transnational) connections to different places and people.

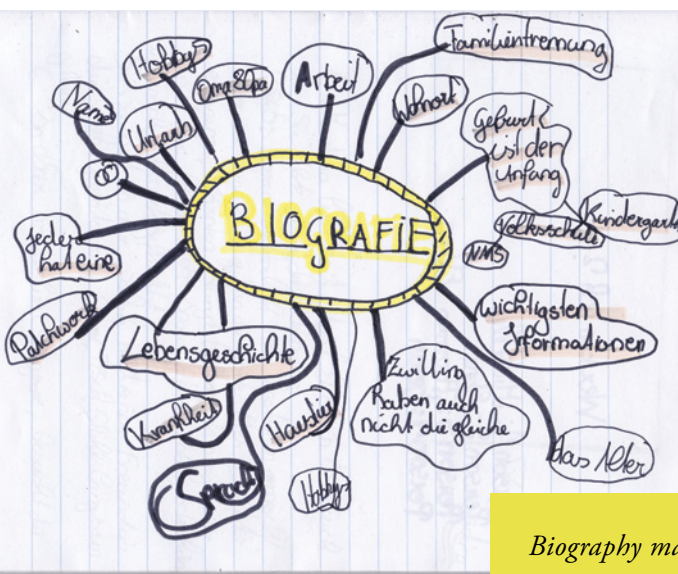
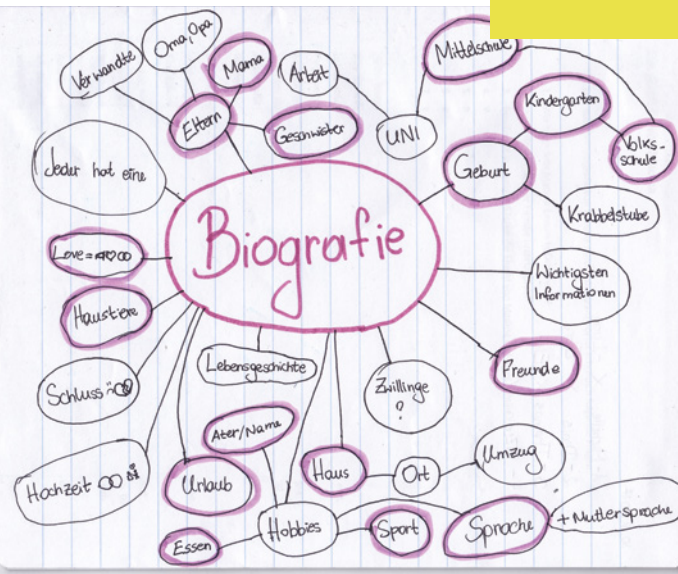
By thinking about their own biographies, students can put their experiences, paths, hobbies and friendships on paper and discuss these with their fellow students. A mind map is also a useful tool for this exercise (see next page).



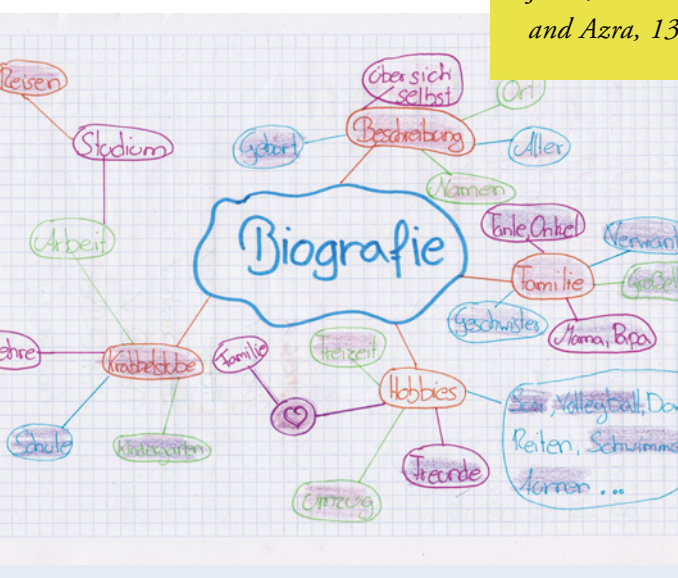
*Biography maps  
made by students*



Biography map  
Monika, 13



Biography maps  
Joelle, 12  
and Azra, 13



## 1.4 My life story

Migration has become an everyday topic: in the media, in politics, in school – we encounter this phenomenon everywhere. And yet it can be difficult for young people to look at this topic without prejudice, because they know the one-sided and inadequate discourses that also influence their perspective. For that reason, the main question is how we can work on this topic productively and without prejudice with young people – no matter where they come from. A good way to start is working on their own biographies. This can make it clear that we don't develop in isolation from each other, but rather need people, places and relationships to become people capable of judgement. In this sense, the reconstruction and telling of their own biography can provide many points of reference to the topic of migration.

### Exercise 1

#### Essay "My Life Story"

**Method:** Students write an essay about their own life story; length around 1 A4 page.

**Time:** 20–30 minutes.

**Preparation:** Before the students work on their own life story, there should first be a class discussion on what makes a life story, which aspects of life can be significant and what can be interesting about a biographical story. Biographies of well-known people can also provide inspiration.

**Material:** Copybook/paper (template 1).

**Idea and aim:** Using their own life stories, connections to other places, regions, countries and people can be made visible. These connections (both in the home country and abroad) reveal that we are connected to different people in different places. By reflecting on their own family biographies and writing it down in the form of an essay, students can articulate and explore similarities and differences between their life stories. The following questions can be helpful: Which of you has moved house? Who has relatives who don't live nearby? Does anyone have (grand) parents who speak another/a different language?

**Instructions/steps:** The students write an essay about themselves and their life story up until now (see template). In it, they can describe, for example, where they were born, whether they've ever moved house and which languages are spoken in their family. It's recommendable to have them write the essay as homework, so that the students can ask their parents



or relatives about details if they need to. Alternatively, the essay can be written in class. The students should be told in advance that they can read their essays aloud in class.

**Evaluation:** The students read out their essays in class. This should be done voluntarily. Especially when dealing with biographical details, the teacher should be sensitive and not force any student to read their essay. Respectfully dealing with the different life stories and experiences is absolutely necessary. This exercise gives students the opportunity to identify interesting, funny or difficult biographical experiences (their own). It can also be a good exercise for students and teachers to get to know each other better and to find out about different familial and biographical experiences and conditions.

### *Examples: Student essays*

#### **My Life Story: Bijan**

*My name is Bijan.<sup>2</sup> I live in Innsbruck and was born on the 5th of March 2004. When I was younger, I went to kindergarten in Iran (Mashhad). I went to primary school in Völs. I had a lot of fun there. Now I go to the NMS and am in class 3b. I have lived in Iran (Mashhad), Völs, Hall in Tirol and Vienna. The members of my family are my parents, my brother and my relatives. My family speaks Farsi. Sometimes I speak German with my parents and my brother. Sometimes I speak German with my cousin too. His name is Javid and it's funny speaking German with him. We like Innsbruck a lot and we wanted to be with my brother, that's why we moved here. In my free time, I like to play games or meet my friends.*

(Bijan, 13 years old)

#### **My Life Story: Tobias**

*My name is Tobias. I was born in Austria and live in Innsbruck. I was born on the 14th of October 2003.*

*I went to kindergarten in Pradl when I was three years old and when I turned six, I went to Reichenauer primary school. I still remember very clearly that one day I forgot my school report in school.*

*Unfortunately I can't remember anything about kindergarten and only very little about primary school. I really like going to NMS Gabelsberger,*

*where I still am, and I am already collecting many great experiences, like winter sports week and many others. Personally I've only lived in Pradl up till now, but my parents lived in Rum, in Hall with my sister and in Innsbruck, where we all live together. The closer circle of my family includes our cat, my grandma, my parents, my sister and one of my aunts and her family. We only speak German in our family.*

*We moved to Innsbruck because we found a bigger apartment there and we like it in Innsbruck very much, because everything important is close by, like shops, schools and things to do in your free time. In my free time, I like to ride my bike or meet my friends/relatives, who happily nearly all live in Tirol.*

*Two of my relatives don't live in Tirol: my uncle lives in Germany and we only see him at family parties, and one of my aunts lives in Kärnten, who we also see sometimes outside of family parties. In the future I want to be a printer just like my father and live in Innsbruck too.*

(Tobias, 14 years old)

**Template 1 (p. 12)**

---

<sup>2</sup> All personal details that could identify the young people have been removed or changed to protect their anonymity (name, birthday etc.).

## My Life Story

### Exercise

Write an essay (around 1 A4 page) about you and your family. You can begin like this:

*My name is ... and I live in ... I was born in ...*

**Try to answer the following questions in the essay:**

- Where were you born? Where did you go to kindergarten and primary school?
- Do you have any special memories from childhood?
- Where else have you lived? Where have your parents lived?
- Who else is part of your family?
- Which languages are spoken in your family?
- Have you always lived in ...? Why did your family move here (because of work, because of family etc.)?
- How do you and your family like living here?
- What do you do in your free time (sport, meeting friends, music etc.)?
- Do you have relatives who don't live here? When and where do you meet them (in the holidays, at the weekend, at family parties ...)?
- What would you like to be when you grow up? Where would you like to live?
- Do you have any questions?



## 1.5 My Migration Object

The following exercise “My migration object” should contribute to reflecting on and representing the students’ families’ mobility and migration history, in which a personal (everyday) object is used to tell the story associated with it. This object, which the students associate with their family’s mobility or migration, could be for example their father’s schoolbook, their grandmother’s vase, a cuddly toy from the country they come from, a postcard from their cousin or a family photo. As different as the objects are, so too are the (hidden) stories and family memories connected to them very diverse.

### Exercise 2

#### *My Migration Object*

**Method:** The students bring a “migration object” with them to class and tell its story.

**Time:** Preparation at home – find a “migration object” and write find out its story: 20–30 minutes; in class – present the “migration object”, calculate around 5 minutes for each student.

**Preparation:** The students are given the homework to find “a migration object” at home and to bring this to class. They should ask themselves what story this object tells regarding mobility and migration. They should also ask what significance this object has for the student. If necessary, they can also ask their parents, siblings, grandparents, etc. to help them to learn about the story of the object.

A “migration object” can be: a bag from a holiday, a chain belonging to Grandfather from Serbia, a snow-globe from Hollywood, old letters belonging to Grandmother, photos from their parents’ wedding or a cuddly toy from the country they come from, etc.

**Material:** Personal “migration object”, which the individual student has brought to class.

**Idea and aim:** Using a specific object, the student’s personal experiences and memories are reconstructed. The “migration object” provides the opportunity to bring to life the student’s own history and to create a link between the person and the object. In this way, the class can take a look at the phenomenon of migration without any prejudice.

The aim of this exercise is to make diversity and plurality visible: it should show that not only people, but also everyday objects and other objects from the stu-

dent’s personal or familial biography reflect special stories and can be linked to emotions.

If students are worried that won’t find a “migration object” at home, the teacher should always deliberately encourage them to ask their parents, grandparents, etc. in more detail. This often reveals previously undiscovered and unknown stories or objects. Maybe the grandmother lived in a different place as a young woman or there are distant relatives who live abroad? If no “migration object” can be found after a thorough search, holiday souvenirs or other similar items can also be viewed as “migration object”. However, the focus should be on objects that are related to family and migration.

**Instructions/steps:** The students show their fellow students their “migration object” and tell the story behind the object. This can either take place in front of the whole class or in small groups. Fellow students are allowed to ask questions to the person presenting the object.

**Evaluation:** After the students have presented the story of the object they brought with them to the class or in small groups, the following questions can be discussed to reflect on the topic:

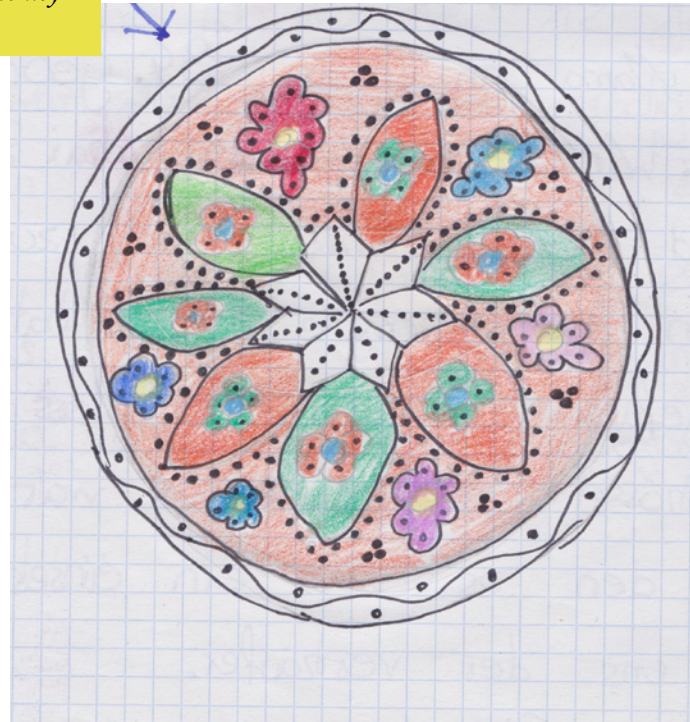
- *Was it hard/easy to find your own or a family “migration object”?*
- *Was it hard/easy to find out the object’s story and then to tell it to your fellow students?*
- *Did you find out anything special or new about yourself or your family through the object’s story?*
- *Are there any similarities between the “migration objects” the students brought (with regard to places, people, meaning etc.)?*

**Additional exercises:** This exercise can be explored more deeply or modified. Here are a few suggestions:

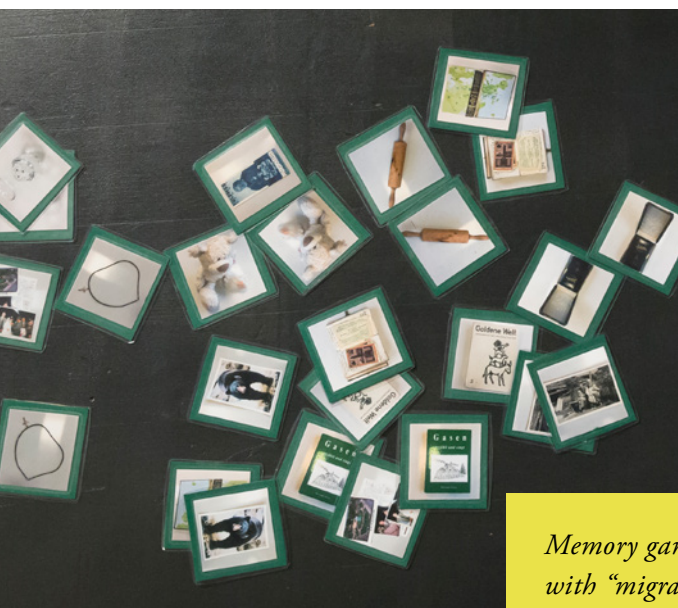
- *Exercise:* The story of the “migration object” is written down in the form of a classical essay (around 1 A4 page). The essays are particularly attractive if they are written on coloured paper and hung up in the classroom. This means all the students can read all the essays.
- *Poster:* All the important details of the “migration object” are put on a poster (see template 2): first the “migration object” is drawn and then three questions on it are answered.
- *Memory game:* a memory game is made. For this, photos are made of the each object. Two pictures of each object are printed. (Important: since memory cards are square, take care to produce a square-orientated shape when taking the photos and printing.) These photos are then glued to square pieces of card and if needed covered with transparent foil. And the slightly different memory game is finished!

#### Template 2 (p. 16)

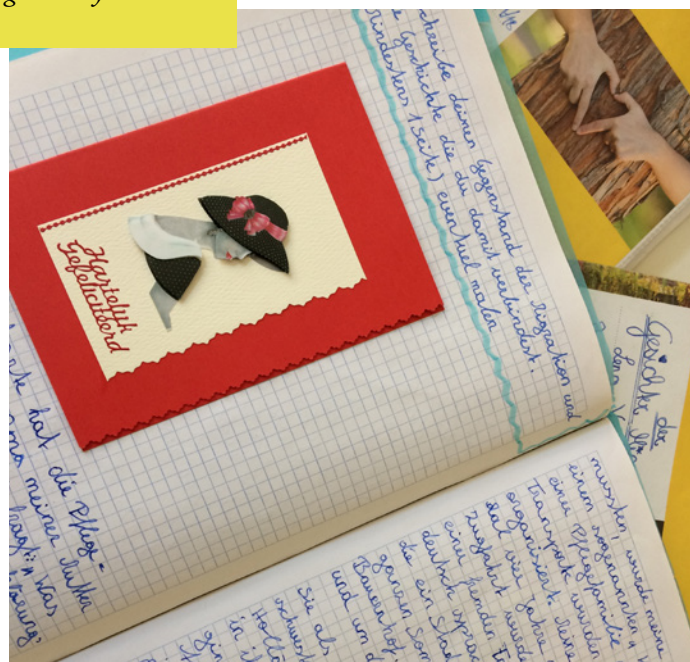
*Azra's key*



*Prayer beads, some postcards, an apple and a framed picture: migration objects brought in by students*



*Memory game with “migration objects”*





## Fotos

## Postkarte

Ich habe eine Postkarte mit einem Bären als Motive. Er kam mit der Post von meinem Bruder aus Kanada. Sie wurde am 18.7.2012 losgeschickt. Für meine Familie ist es eine Erinnerung an meinen Bruder, er ist nach Kanada gezogen, um dort zu arbeiten.

Ich verbinde damit: Kanada, Natur und meinen Bruder

Migration object:  
postcards from a brother in Canada

## Postkarte



1. Woher ist dein „Gegenstand der Migration“ (Ort/Person)?

Von meinem Bruder aus Kanada

2. Welche Bedeutung hat der Gegenstand für dich/deine Familie?

Er erinnert mich an meinen Bruder

3. Nenne drei Wörter, die du mit dem Gegenstand verbindest!

Kanada, Natur, Bruder

## Fotos



1. Woher ist dein „Gegenstand der Migration“ (Ort/Person)?

Von meiner Mutter.

2. Welche Bedeutung hat der Gegenstand für dich/deine Familie?

Es sind Hochzeitfotos von meinen Eltern. Die Fotos sind für meine Mutter sehr wichtig weil die Fotos Erinnerungen sind.

3. Nenne drei Wörter, die du mit dem Gegenstand verbindest!

Familie, Glück, Liebe

## My Migration Object

(Choose a title)



(Draw your "migration object" in the box!)

1. Where does your "migration object" come from (place/person)?



2. What meaning does the object have for you/your family?



3. Name three words you associate with the object.





*"Family is Migration"*



Eleni's  
Geburtsort

Matteo's  
Geburtsort

Bekir's  
Geburtsort

Valentino's  
Geburtsort

"In den Sommerferien  
besuche ich meine Verwandte  
in der Türkei"

"Zur heutigen  
Zeit gibt es ja die  
Paradiese, womit man so sehr gut  
halten kann."



## 2 Topic “Family is Migration”

Thinking about the topic of “family” in the context of migration and mobility is so interesting and revealing, precisely because “family” is an important reference point for movements and migration phenomena being made visible. For young people, most importantly this means that they often locate their experiences with mobility and migration in family areas. So, for example, their grandfather has migrated to Austria from another country, their aunt has emigrated to the USA or their own parents moved from the city to the countryside. The family therefore plays an important role in migration phenomena.

Even if only individual members of the family have moved (temporarily) to another country, migration has effects on both the relatives who have moved to another place and those who stay behind in the country they are from.

When we talk about “family”, usually the image of the nuclear family (father, mother and child/ren) is very present in our minds and therefore has an influence on how we think about it. However, social reality reveals a very different picture. For a long time now, diverse forms of family have been evident: single mothers/fathers with child(ren), same-sex couples, patchwork families, parents with adopted child(ren), foster families, etc. For that reason, adequately dealing with the topic of “family” is only possible and productive for all participants if all forms of family are recognised. When asked who they include in their family, many students also name their pets, friends or good neighbours. We would therefore encourage you to use an open concept of family, which is orientated towards what students say and their real lives.

Especially when working with young people, it should be taken into account that difficult family situations (illness, parents’ separation, living with a foster family, etc.) should be dealt with sensitively and that students should never be forced to talk about their family or family situation. At the same time, it can most certainly be motivating and valuable for them to be able to talk about their experiences and that someone listens to “their” family story.

### 2.1 My Family and I

When young people are given the task to work on mobility and migration phenomena, it could be the case that they don’t know their family’s experience (yet). “Did my mother ever live in a different city?” “Do I have relatives abroad?” These and other similar questions can help them to investigate the fami-

lial migration and mobility history of their parents, grandparents, cousins and other members of the family. That’s why it’s important to encourage the young people to ask in their families and carry out their own research. Students are often amazed how many (transnational) connections there are in their own families and are happy to discover the previously hidden stories from their relatives.

#### Exercise 3

##### *My Family and I*

**Method:** Have students fill in the questionnaire on their family.

**Time:** 30–60 minutes.

**Preparation:** Make students familiar with the interview situation.<sup>3</sup> If desired, have a discussion about “family” in class. Discuss the diverse forms of family. Material: prepared questionnaire (template 3).

**Idea and aim:** To get to know their own family better. Create awareness about diversity in families.

**Instructions/steps:** First the students investigate whether the prepared questionnaire is right for them. On request, some questions can be added at the end. At home, the students fill in the questions on themselves and then interview a family member. The students also enter these answers into the questionnaires.

**Evaluation:** The students bring the filled-in questionnaire with them to class. They share whether there were problems, unexpected situations or similar when they were filling out the form. Then they read out their questionnaire. This should be voluntary. Differences/similarities can also be discussed in this exercise.

#### Template 3 (pp. 19–21)

<sup>3</sup> In point 2.2, there is a comprehensive guide to preparing and carrying out a family interview.



## My family and I

### Who I am:

My name is .....

I am ..... years old.

I was born ..... in .....

I am in class ..... at ..... school

My native language is .....

I can do the following in my native language ☐ speak ☐ read ☐ write ☐ do maths

.....  
.....

I can also speak or am learning the following languages: .....

I live in .....

I have also lived here .....

I have connections to the following places (*name the place and describe what or who connects you to the place*):

1. ....
2. ....
3. ....

### My family member:

This is ..... (*my mother, my brother, my aunt, etc.*)

First name .....

Age .....

Born in .....

Job or occupation .....

Native language .....

Other languages .....

Place of residence .....

Former places of residence .....

Connections to the following places .....

1. ....
2. ....
3. ....

## 2.2 Preparation for the family interview

### **Guidelines: important information for the preparation & carrying out of an interview**

In order for the interview to run as smoothly as possible, use the following tips:

**1. Time:** Make an exact appointment with your interview partner (*when and where should the interview take place?*).

Plan enough time for the interview (*at least 15 minutes*).

**2. Place:** Find a quiet room (*no TV or radio in the background, no other people*).

**3. Recording device:** Make sure you have enough storage space on your recording device and that it's charged. Put the recording device near you, so your voices can be recorded clearly. Make sure your interview partner has their phone on silent (*and you too*).

**4. During the interview:** Please speak loudly and clearly.

**5. At the end of the interview:** Save the interview so you can find it again (*preferably with name and date*).

**6. Bring the interview on your phone with its charging cable to the next class.**

### **Short questionnaire** (*please fill out in writing*)

You can use the following questionnaire to find out the most important details about your interview partner:

Your name is .....

You are my .....

Year you were born .....

Place and country you were born .....

Family status (*single, married, divorced, etc.*) .....

What languages do you speak? .....

Do you have children? .....

Where do you live? .....

How many people live in your household? .....

Where else have you lived (*places, cities, countries*)? .....

Where do your relatives live? .....

What's your profession? .....



**Biographical interview** *(use your recording device to record this)*

**Interviewer:** Hello, my name is ..... and today I am interviewing ..... *(e.g. my mother Anna)*.  
**I'd like to find out more about your life today. Tell me everything that's important to you.** You can start with your childhood or when you were in school.

**Interviewee:** *(answers...)*

**b) Interviewer:** Have you ever moved house? When was that and where did you move to? What was that like for you? Who from the family did you move with and why?

**Interviewee:** *(answers...)*

**c) Interviewer:** Is there a place that's especially important to you and if so, why?

**Interviewee:** *(answers...)*

**d) Interviewer:** Have you got other relatives who live somewhere else? Tell me about them.  
Where do they live? How often do you see each other and where? What do you do then? How do you stay in touch when you don't see each other?

**Interviewee:** *(answers...)*

**e) Interviewer:** Do you have any wishes for the future?

**Interviewee:** *(answers...)*

**f) Interviewer:** Thanks a lot for the interview!

### 2.3 Excerpts from the interviews

Below are some excerpts from the interviews the students did with a family member or a close person for you to read:

**Ben:** *Have you ever moved house? When was that? And where? What was that like for you? Who from the family did you move with and why?*

**Ben's mother:** *I've moved house twice. The first time, I moved in with a friend of mine, into her flat, in 1989. It was only a small move, I only moved 35 kilometres away. And then three years later I moved from Upper Austria to Innsbruck. That was a big step. It was a bigger distance. It was also a bit hard, because in the beginning I had no friends and no family and new work colleagues. Yes, it was a very different situation!*

**Ben:** *Do you have any relatives who live somewhere else? Tell me about them. Where do they live? How often do you see each other and where? What do you do then? How do you stay in touch when you don't see each other?*

**Ben's mother:** *Yes, there are no relatives in Innsbruck anymore and the rest of them live in Upper Austria and we try to make sure that we see each other regularly! We go there around every six to eight weeks and that way we see each other again anyway. We talk on the phone regularly and then I also meet up with some of my old friends, and yes, I know some of them for around 15 years.*

---

**Sophie:** *Today I'd like to find out more about your life. Tell me about everything that's important to you. You can start with your childhood or when you were in school, or with an important event.*

**Sophie's mother:** *[...] Then in 1989 I did the secondary school exam. Then I knew exactly what I should do and applied to a bank and worked behind the counter. But then I realised it wasn't right for me. Because I have relatives in America, I decided to go to America for six months. I lived with my uncle there, in Denver in Colorado, and gave private lessons to students. Then I worked as an au-pair and after five months I travelled around California for a month and that was really great.*

---

**Emina:** *Do you have friends who live somewhere else?*

**Emina's father:** *I have friends everywhere: in Tirol, Kärnten, Bosnia, Croatia.*

**Emina:** *Who from the family did you move house with and why?*

**Emina's father:** *The first time with my parents, that was because of the war in Bosnia, and the second time I went to Tirol alone, to Innsbruck, because I got married.*

**Emina:** *Is there a place that's especially important to you? If so, why?*

**Emina's father:** *Innsbruck is very important to me, because we live here. My children were born here, and yes, we're happy here.*

---

**Anna:** *Is there a place that's especially important to you? If so, why?*

**Anna's mother:** *I like to go to Lower Austria with my family, because that's where my mother-in-law lives, and we get on very well, only we don't see each other very often unfortunately, but we talk on the phone regularly. When we visit her, we do a lot of things. We go to Schönbrunn Castle, to the Big Wheel and take a look around Vienna and all kinds of nice things.*

---

**Lena:** *What was your childhood like? What was school like for you? Kind of hard or easy?*

**Lena's mother:** *Well, school wasn't hard for me. It was always really great and life in the city was great too. You can ... people who have only grown up in a village can't really imagine it, but you can have a great life in the city too. I could move back to the city tomorrow.*

**Lena:** *What's the difference between living in the city and living in the countryside?*

**Lena's mother:** *It can be a bit louder in the city sometimes and there's a lot more traffic, but in the city there are a lot more cafés or other options to meet other people. In the countryside, you say "hello" to everyone and*

you address everyone informally. It's not like that in the city, you don't say "hello" to everyone. If you say hello to someone you address them formally with "Sie" and not with "Du". Yes, I did have to get used to that a bit, otherwise life in both the city and the countryside is fine.

---

**Alexander:** Have you ever moved house?

**Alexander's mother:** Yes, I have moved. That was around the time I was in kindergarten. My dad is an artist and he went as a master's student to Paris and we wanted to live with him in Paris, where he went to the art school.

**Alexander:** What was that like for you? Who from the family did you move with?

**Alexander's mother:** My dad had a once-off chance to go to Paris to the academy as a master, so as a trained sculptor and goldsmith. He had just gotten married and we children were still quite small and so I moved with my mum and brother to Paris. It was very hard for me, because we had a very small apartment. You can't really imagine, well, the room was just as big as bed is long. So very small, and we only had one bed for the three of us, and apart from that there was nothing in the apartment, apart from a box you could use as a table. We only had a ceiling window and the toilet was not in the apartment. I thought Paris was very hostile to children, because nobody wanted to have kids in their apartment, only dogs, and my father had a hotel room the whole time he was at the academy. He had it a bit better. I got sick pretty fast. They said it was homesickness, when I couldn't eat anymore. I couldn't eat anything at all anymore and then the doctor said to my mother that she had to go home with me. Of course, that was really bad for my mother, because she couldn't see her husband anymore and they were separated for over a year [...].

---

**Viktoria:** I want to find out more about your life today, tell me about everything that's important to you. You can start with your childhood or school or an important event.

**Viktoria's grandmother:** Ok, Viktoria, then I'll tell you about my foster family Holland. I wasn't even six years old, so I celebrated my sixth birthday in Holland. Because I came on a "Kindertransport" (deportations to rescue children during the war and after) with around

a thousand other children after the war, it was exactly 1954, the first time I went to Holland. I had foster parents there and four foster sisters. They couldn't speak a word of German. That means I had to learn Dutch very fast. That was in the time where there was no telephone, no TV. My foster father still had a horse and no tractor. For me as a child from the big city, it was a huge adjustment. I still remember that I slept beside the eldest foster sister the first night, and I got used to her then. But they didn't have holidays yet, because they only had six weeks holiday, and so they had to go to school the next day and then I cried a lot when she cycled away from the farm. But then I got used to it very quickly. I was there for two whole months and at the end of those two months I could speak Dutch properly. Then every year I went back to Holland to my foster parents, and by now you've even been to Holland with me. By now I even know the fourth generation. So our grandchildren even know each other.

Recording device





## 2.4 “What it’s Like in my Family?” Everyday Life, Rituals and Senses of Belonging

Using the following exercise, the young people were asked to think about “their” family. Of particular interest is how their family organises their day-to-day life, which family rituals or senses of social belonging there are and who belongs to the family in general for the young people. They can work associatively and freely. The young people can also think of their own questions.

### Exercise 4

#### “What’s it Like in my Family?” – Everyday Life, Rituals and Senses of Belonging

**Method:** Using the graphic provided on the topic of “family”, the students write down the main points about their everyday family life and their sense of social belonging.

**Time:** 20–30 minutes.

**Preparation:** The students think about what rituals, habits, allocation of tasks, etc. exist in their family and discuss it with their partner.

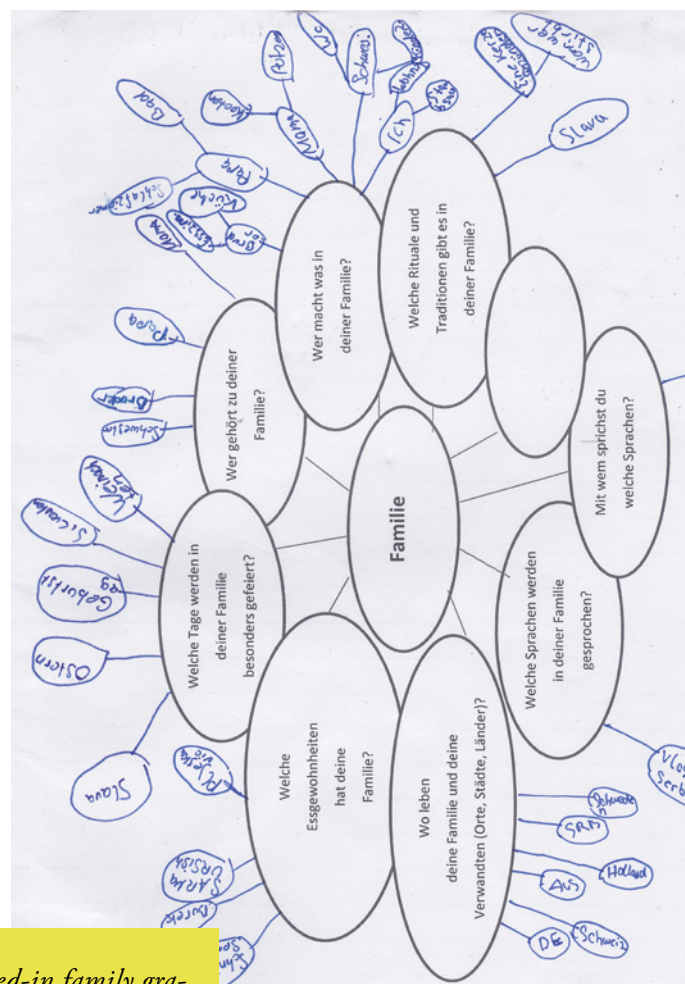
**Material:** Prepared graphic (template 4).

**Idea and aim:** Students today grow up in very different family settings. Finding out about the heterogeneous life and everyday practices, also in the context of family, students learn about this diversity and have a discussion about it.

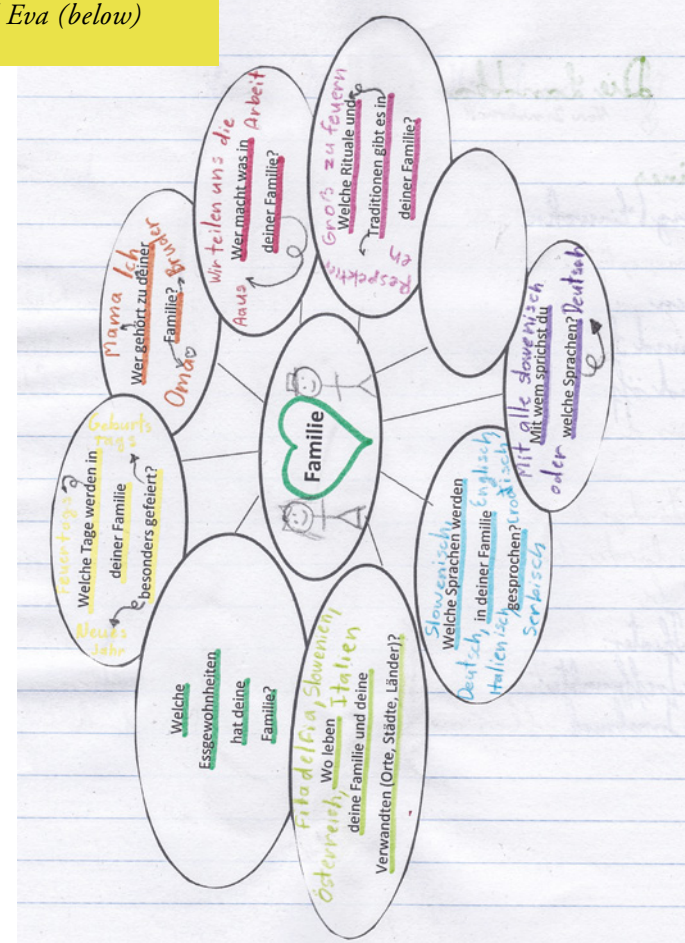
**Instructions/steps:** The students write a short answer or key point to every question. The students are allowed to write their own question about family in the empty bubble and then answer it.

**Evaluation:** The students present the filled-in graphic and the answers to each other. They can discuss similarities or specific characteristics. The teacher should make sure that the students can say what they want in a judgement- and discrimination-free atmosphere. For that, it’s important to point out that there are heterogeneous forms of family and that families decide how to run their everyday family life differently.

Template 4 (p. 25)

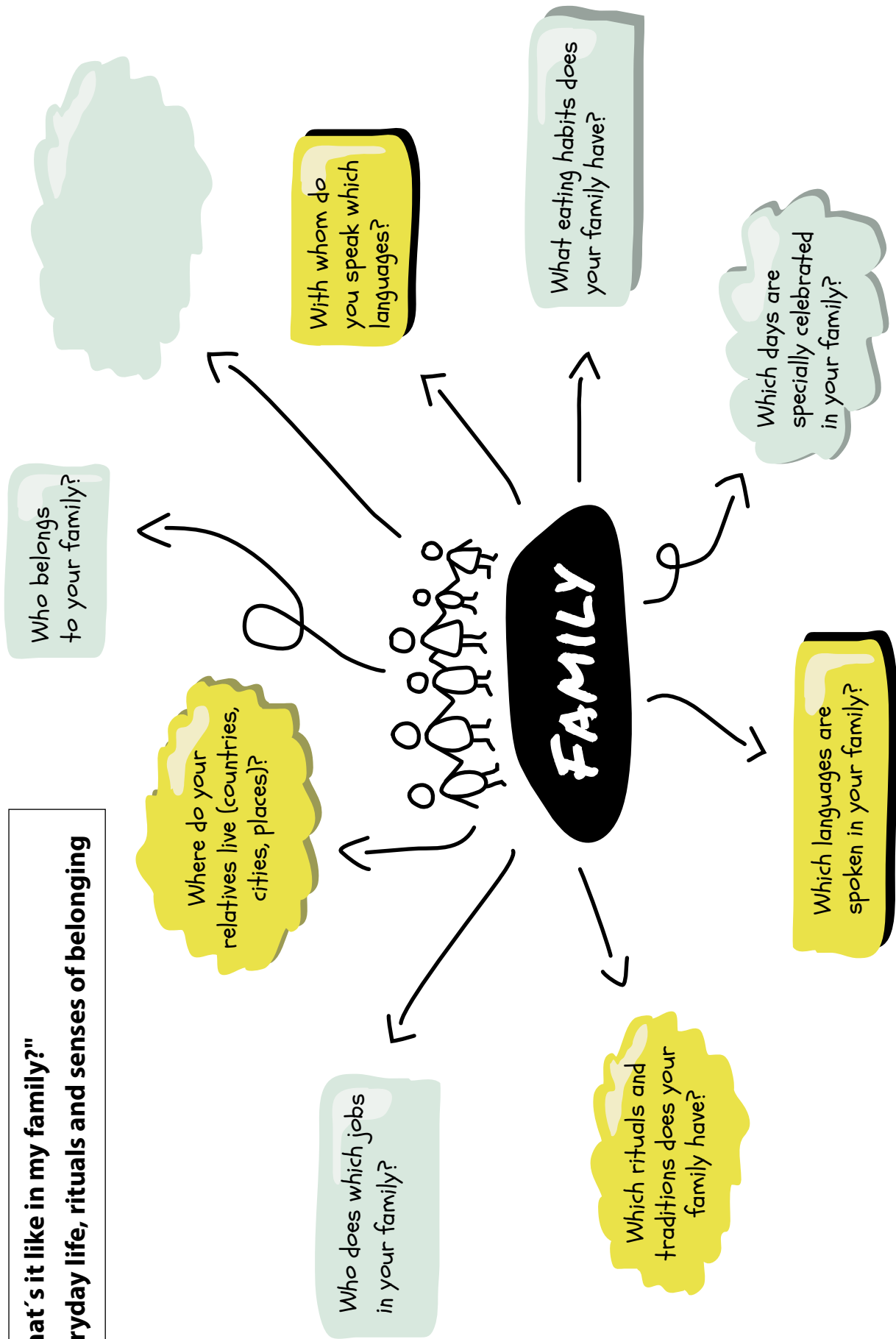


Filled-in family graphic, Daniel (above) and Eva (below)



## "What's it like in my family?"

### Everyday life, rituals and senses of belonging







*"City is  
Migration"*



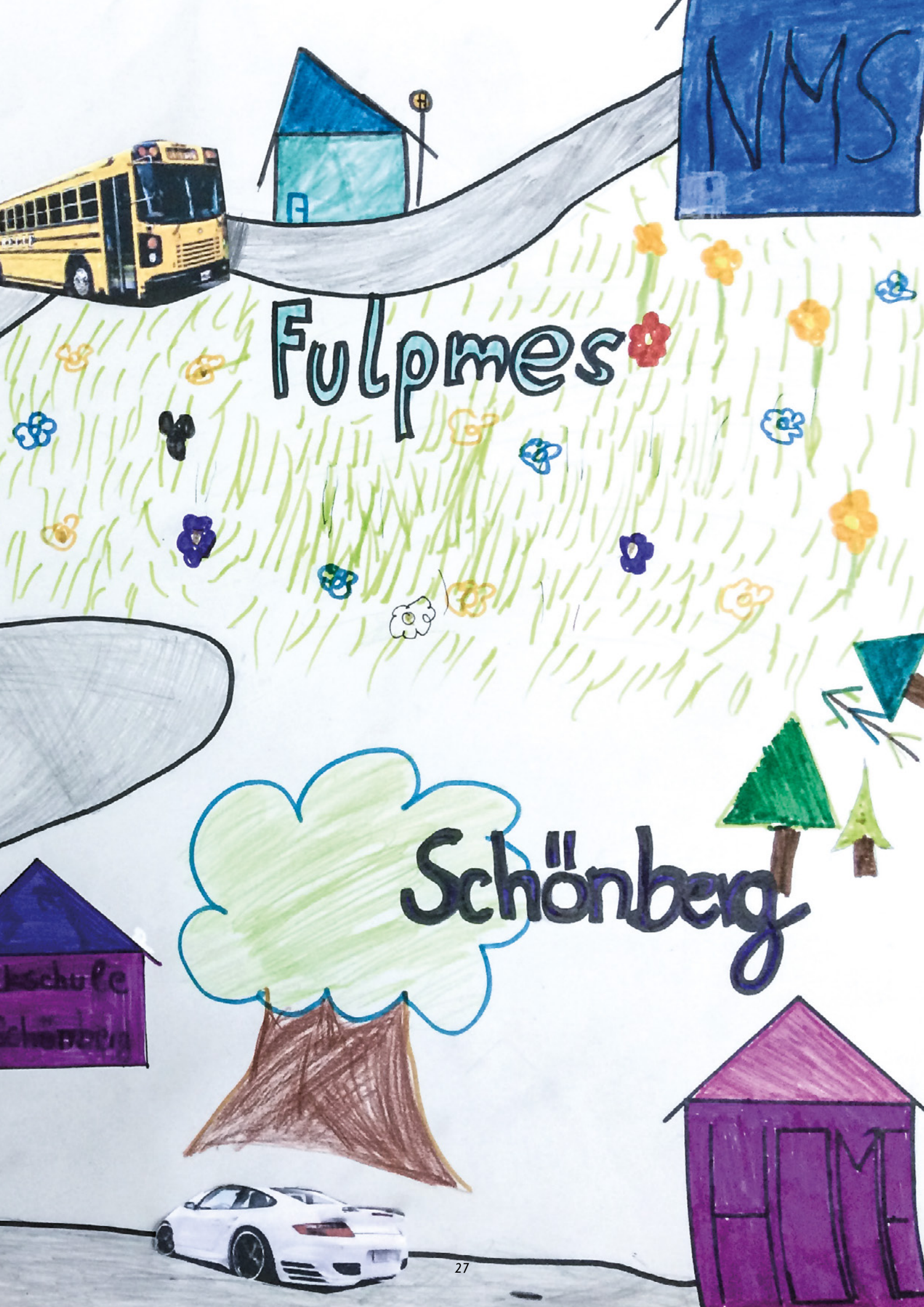
**X** Schifoan



**Mieders**

**Family**  
**Genji**





Fulpmes

Schönberg

### 3 Topic “City is Migration”

Since migratory movements are as old as humanity itself, world history can be read as the history of migration. Especially in the European region, large movements of populations took place for different reasons according to the historical phase. If internal migration is included, then the majority of people in the European region are confronted with their own experiences of migration. Experience of migration is at least part of almost all family histories.

Large cities especially were always faced with migratory movements – even their development is unimaginable without migration. During the industrial revolution in the late eighteenth century, mobility increased all over Europe. The nineteenth century, also known as the age of migration, was then characterised by mass internal migration: as industrialisation progressed in Europe, there was first increasing migration from rural to urban areas. In that century, overall half of the total population of Europe moved away from the place they were born. Changed employment structures and geographic mobility above all reinforced processes of urbanisation and the development/modernisation of industrial urban locations.

Remaining sedentary over numerous generations is therefore certainly not the rule. By now, almost all life stories are shaped directly or indirectly by migration, almost everyone has relations or people they know in various countries, many biographies have links all over the world. In the present, therefore, phenomena like sedentariness, migration and mobility have acquired completely new meaning: these days, local histories are always embedded in global contexts.

In large cities like Vienna, Berlin and Paris, migratory processes and diversity caused by migration are immediately visible in the urban landscape. In smaller cities like Innsbruck for example or in rural market towns<sup>4</sup> like Fulpmes on the other hand, the presence of migration and diversity only becomes evident when we look a bit closer. There is also a large amount of literature and studies on the relevance of migration, globality and diversity for the development of big cities, but there is barely any research on smaller towns with regard to this topic – although these places are also shaped by migration and diversity.

The city of Innsbruck is a good example for this in a double sense: firstly, Innsbruck is characterised historically by its geographical position as a ‘border city’ and different cultural influences. This settlement

area has always profited from that. Secondly, migratory movements have played an important role in the birth, modernisation and urbanisation of the city. It is similar with the rural town Fulpmes. There, especially in the 1970s, many migrant workers were recruited to work in local industry. Today the second and the third generation are growing up there, who have a significant influence on the everyday normality of the place as well as educational normality in schools.

This historically determined diversity is also evident in people’s life stories. Biographies and cultural developments in Innsbruck and Fulpmes point to linguistic and intercultural competencies that are specific to these places.

Senses of belonging are subject to constant change nowadays. A lot of what we perceive as national or homogenous is the result of intermingling, of interwoven histories. Borders that have become permeable in Tirol in the last 25 years have led to new migrations and connections. A comprehensive look at this potential makes resources visible that the state of Tirol can offer thanks to its unique location and the changeable biographies of its people, which are overlooked often enough.

#### 3.1 Tours: In Search of Traces of Migration

How is a city district shaped by migration? Where are influences caused by migration visible? Why did people from other regions/countries settle here? The school students worked on these questions during the research project. In Fulpmes, the students were guided around the town by Josef Wetzinger, the headmaster of NMS Vorderes Stubai School: he showed students how the town was influenced by migration and mobility.

##### **A tour of Fulpmes – written by Josef Wetzinger**

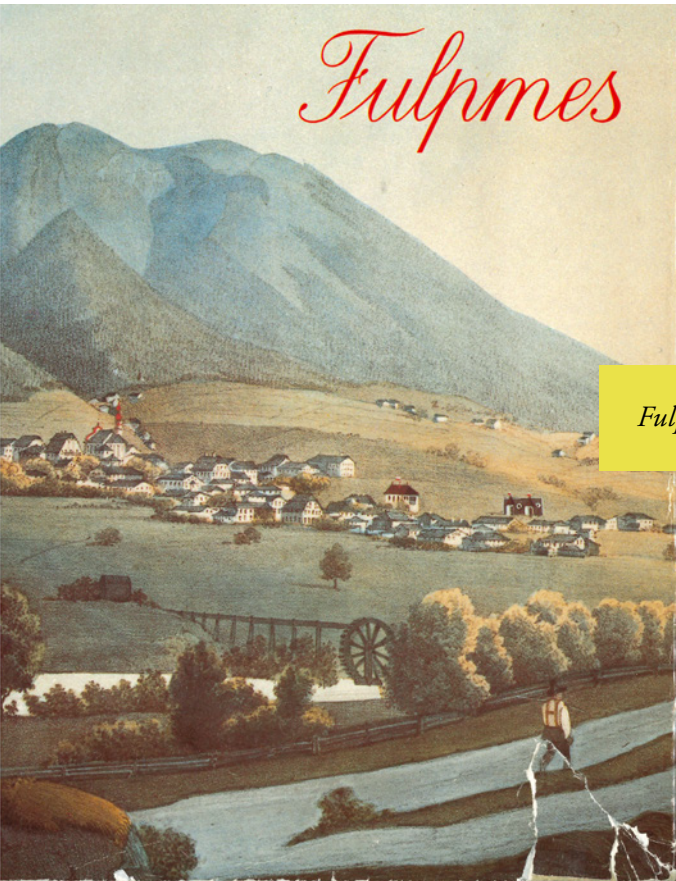
Fulpmes is a place with a history that is nice to look back at. A lot of things in the town grew out of the opportunities for employment here in small-scale industry and tourism. After a long period of relatively little change in the population (around 1000 people) in the last few decades many people have moved here, which has very quickly changed the landscape of the town. Metal workshops and business were moved out of the town centre and into industrial and business zones, more space was given to the construction of residential buildings. You can now only find traces of times past here and there.

---

<sup>4</sup> Fulpmes’ status was officially changed to market town by a governmental ruling on the 7th of March 2017 and went into effect on the 28th of May 2017.



Let's begin with a picture<sup>5</sup> from the nineteenth century, which shows Fulpmes looking north, and let's compare the town with what it looks like now. Let's try to describe the changes and to find some clues.



*Fulpmes*

The church still stands in the centre of the town, built in this spot in the eighteenth century according to plans by Pastor Franz de Paula Penz. The previous church was moved to another place (where the fire station stands today), the construction materials were reused. One notices that there is a waterwheel in the foreground, which transported water from the Ruez river through wooden pipes – to the mine at the “Huggen”. Today, the only reminder of this is a building named “beside the mine”, years ago you could still see the entrance to the tunnel under the building.

It is also noticeable how many more residential buildings there are today. These buildings were required because more and more people settled here to

<sup>5</sup> The picture is from the cover of the book about the town “Fulpmes”, published in 1987 for the 700-year anniversary of the town. Werner Köfler and Emerich Pittl (eds): *Fulpmes. Fulpmes: Kontaktverlag Peter Schattaneck 1987*; title of the image: “Fulpmes, Fabriksdorf im Thale Stubai” by Carl Alexander Czichna, around 1850; TLMF-Bib. W27298.

find work. Buildings for people to settle here are still being constructed today. The proximity to larger urban centres, made easier by a higher level of mobility, is also another reason people are attracted to choose our town as a place to live in our times: you can live surrounded by nature and commute to work. While around 1780, around 1,190 people lived in Fulpmes, in 1830 the town only had a population of 958 and in 1890, a population of 1,079. Today around 4,300 people live in Fulpmes.

On our tour through Fulpmes, we will first go to the church to visit the grave of man who did a lot in Fulpmes: Michael Pfurtscheller. The grave inscription tells us: he was a tradesman and businessman, leader of the Stubai guards in the battles of 1809, superintendent of the village. Through his talent and his will, the iron industry in Fulpmes flourished especially, cultural institutions, such as the music chapel or church music, were also supported by him.



*Visit to Michael Pfurtscheller's grave*

The church in Fulpmes was admired because of its impressive size and design. When he visited Fulpmes, Emperor Joseph said it should be put on wheels and wheeled through the entire country as an exemplary model.



*A look at Fulpmes town*



We continue our tour to the “Kaiser Franz Joseph Regierungs Jubiläumsheim” (Emperor Franz Joseph jubilee house) built in 1888 on the occasion of Franz Joseph’s jubilee. There were big celebrations in Fulpmes for the occasion, with a parade. The first primary school was built right beside it at the same time, which was used until the 1970s, it no longer exists today. The last old farm houses with painted facades can be found here.

*Kaiser Franz Joseph  
Regierungs Jubiläums-  
heim*



If you then continue further up towards the mountain in Fulpmes, you reach what’s known as the Sagerer Chapel, the oldest sacred building in the village. Now a funeral parlour, it was a chapel that only reached this spot a few decades ago. It was moved over a few metres for the construction of the fire station. It is possibly a remaining part of an earlier church building in Fulpmes.

*Sagerer Chapel*



When you reach the beautiful terrace, you have a wonderful view of the whole town, of the newly created settlement areas (in Medraz), of the places where the old blacksmiths and workshops once were (probably since the fifteenth century). There was a row of many workshops close together along the Schlicker River, which can still be recognised here and there. The river changed the area in numerous storms and floods. Some buildings along the river have basements that were originally the first storey. A remainder of this time that can still just about be seen are the warehouses for coal and other goods (known as the “Magazin”), which also had residential spaces in the upper floors for the workers newly moving to the town. They will soon be demolished and replaced by holiday homes. You can also see many newly built facilities such as the event tent close to the school and the “industrial area” on the way to Neustift, where businesses need more and more land that must be cleared.

*Signs in Fulpmes  
pointing to various  
places*



From here, you also have a view of the cable car over the Kreuzjoch that brings people to the Schlick 2000 skiing area, whose beginnings go back to the 1960s and which was expanded by a gondola lift around twenty years ago. Schlick 2000 represents tourism arriving in the valley and the development of the



village as a tourist destination since the time around 1900. It's very hard for us to imagine that earliest skiers already came to Schlick early in the last century as "alpine tourists" after the Stubai valley railway was built in 1904.



*The skiing region  
Schlick 2000's cable  
car valley station*

If we continue our tour going north, we reach the school building of the Salesians of Don Bosco. This is a building designed by the important architect from Fulpmes, Clemens Holzmeister, from 1972/73. Students who attend school at HTL Fulpmes are looked after in this building. The previous building was a hotel, built in 1904, together with the railway, when the Stubai valley was opened for tourists. The engineer Riehl, the planner and head of the railway into the Stubai valley, built his grand hotel right beside the train station in Fulpmes. The First World War ended tourism development for the time being and the hotel was taken over by the order of the Salesians of Don Bosco from 1921 and named the "Bonifatius Institute" as a boarding school for students of the "School for Iron and Steel Workers" founded in 1895. During the Nazi time, the building was seized and then accommodated the Heeres Hochgebirgsschule (army alpine school). After the end of the war, the occupying soldiers used the building. From 1955, the building was once again acquired by the religious order, and upgrading the technical college as a Higher Technical Educational Institute led to further necessary extensions.

The road from the train station heading south leads us to the centre of the Stubai Werkzeug Industrie (Stubai tool industries). This was founded in 1897 as a cooperative. Working together to sell and organise, the businesses that were members contributed successfully to maintaining industry in the valley. Of course, by now the products for sale are very different: sports products, tools and supply parts for the automotive industry.

From here, you have a view of the "South Tirol houses", long residential buildings that were built because of the "option" time. People who had moved here from South Tirol were accommodated here, by now no one uses that name anymore, the generations have changed and the memory is lost.

The road leads past these houses into the Schmelzhütten-Gasse (smelting works lane). As the name suggests, this is where industrial plants were located and some still are today. A branch of the Schlicker River was redirected here, which provided the required energy. This part of the village has retained a lot of its original features and still has something of the flair of Fulpmes in times past.

Back at the starting point, the school, a few things should be said about Fulpmes school. The obligatory schools are located on Tanglplatz. The priest who worked in Fulpmes, Georg Philipp Tangl, was one of the developers of the school system for Tirol in the time of Maria Theresia. A new building was built for the secondary school level I students in 1976, today's NMS building, which stands out from its surroundings and combines practicality and beauty.

And so we end the tour where we began. On our short walk we were able to seek out and discover the history of the village and the valley.



*Starting point  
at the school*



*Students sitting  
in front of the  
parish hall*



## Begehung Fulpmes

Am Montag, den 9. April 2018 haben wir die 3c Klasse gemeinsam mit dem Herrn Direktor, unserem Klassenrondant und den zwei Beherinnen unseres Projektes „gesichter der Migration“ Fulpmes erkundet.

Dabei erhielten wir einige Informationen bezüglich der Vergangenheit des Dorfes, Ursachen für deren Gründung / Entstehung und warum bestimmte Gebäude an bestimmten Orten errichtet wurden.

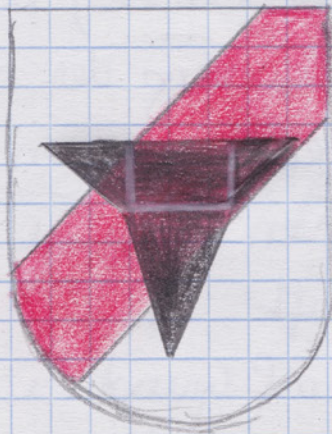
- Bergbau (Eisen) und Errichtung von Schmieden entlang des Schlicker Baches; Nutzung des Wassers
- später erfolgte die Verlagerung der Schmieden an den Dorftrand / Industriegebiet; wegen des Lärms (Schmiedehämmer führten auch zu Erschütterungen) und der schlechten Luft
- Wachstum des Dorfes auf Grund der Zuwanderung (Arbeit in Industrie)
- heute ein wichtiger Faktor: Tourismus (erster Schift in den 1960er Jahren)
- Pfarrkirche Fulpmes (1748): im Stil des späten Barock Grabstätte von Michael Pfurtscheller
- Sagerer Kapelle
- Kaiser Franz Joseph I. Regierungsjubiläumshaus



- ✓ zum 40. jährigen Jubiläum seiner Regierungszeit
- ✓ seine Regierungszeit dauerte 68 Jahre, er wurde 86 Jahre
- ✓ er besuchte Fulpmes und wollte, dass alle Kirchen so wie die hierige ausschauen sollen;

Anschließend besuchten wir noch die Moschee. Der Hoca erzählte uns interessante Dinge über den Islam und die Moschee, sowie über Bräuche und Gebetsrituale. Im "dökal" saßen wir noch zusammen, erhielten typische Kuchen, Tee und Getränke.

Es war ein informationsreicher Ausflug.





### 3.2 Bulgaria, the Hut or My Own Room – My Favourite Place

For some students, their personal favourite place is linked to transnational connections, for others it is bound to local contexts. The following exercise can be used to show that so-called favourite places can be very diverse. For some students, it was their own home or a hut they built themselves that turned out to be their personal favourite place. For others, their preferred place is not necessarily linked to a specific location, but defined by people they can meet in this place. Other young people connect their favourite place either with some nice event or with seeing their relatives and friends again.

#### Exercise 5

#### *My Favourite Place*

**Method:** Students think about and describe their favourite place in the form of an essay and a picture to go with it.

**Time:** 40–50 minutes.

**Preparation:** As an introduction, the teacher explains that places are always associated with a specific meaning for us and asks the students to think about their very personal favourite place.

**Material:** The students are given a coloured A4 page. For the additional exercise, which can be done after work on their own, an A1 poster and thick pens (markers or felt pens) are required for each small group (5–6 people).

**Idea and aim:** Places are often linked to diversity and social negotiation processes. For young people especially, places (countries, cities, city districts, youth centres, public squares, home, etc.) can be important reference points. These places are places for relaxation and recreation, but also for positioning themselves, to be present and to meet others. The exercise aims to discuss with the students their (favourite) places and their personal meaning for them.

**Instructions/steps:** First the students write an essay about their favourite place on an A4 page. The following questions can be helpful for this:

- Where is my favourite place?
- Why is it my favourite place?
- What do I do there?
- What makes this place so special?
- Who do I spend time with in this place?
- How often am I in my favourite place?

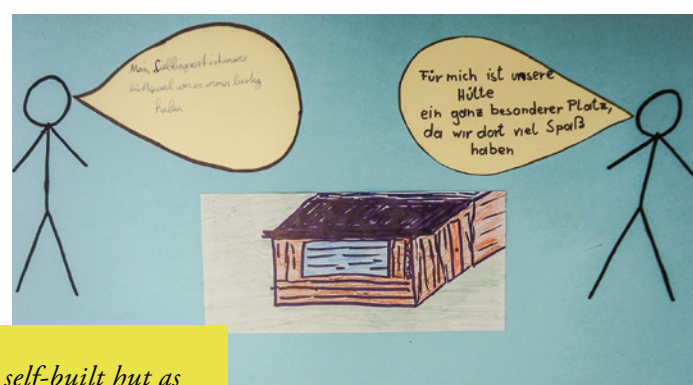
The teacher writes these questions on the blackboard. They will serve the students as orientation. If desired, the essay can first be written out on a page and then be copied out again after it has been corrected.

In a second step, the students make a drawing of their favourite place on the same page or another one. Finally, individual students are asked to read out their essay. It's also an option to present the pictures to each other.

**Evaluation:** After the presentations, it makes sense to think about the places listed together. The students can be asked the following questions for this, which are then discussed by the whole class:

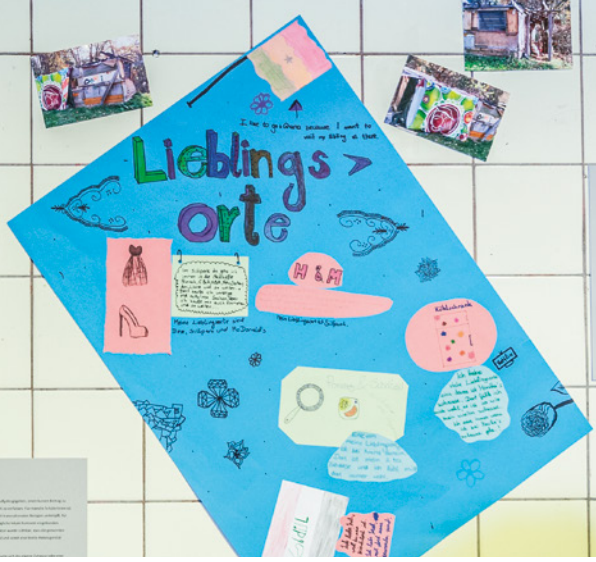
- Was it difficult to decide about your favourite place?
- Are there people who have the same favourite place?
- What's special about this personal favourite place?

**Additional exercises:** Students form groups of 5–6. Each group is given an A1 poster, on which each student can describe and sketch their favourite place. Finally, the individual groups present their poster with their favourite places to the class. The posters can then be hung up in the classroom.



*The self-built hut as  
favourite place*

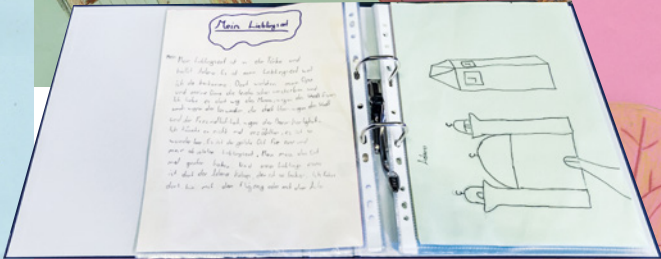




Posters on favourite places and a folder with collected essays and drawings



Meine Lieblingsorte  
Meine Lieblingsorte sind dort wo ich mit meinen Lieblingspersonen bin. Es ist egal was ich mache oder wo wir sind, dort wo wir zusammen sind fühle ich mich wohl. Ein besondere Lieblingsort ist bei Amina daheim, das ist mein zweites zuhause und dort fühle ich mich immer gut. Es gibt auch Orte in Bulgarien wo ich mich sehr wohl fühle, weil ich dort früher gewohnt habe und weil ich dort geboren bin. In Bulgarien habe ich so schöne und unvergessliche Erinnerungen mit meinen besten Freunden, das ich nie vergessen werde.



Für mich ist am wichtigsten mein Zimmer. Hier verbringe ich die meiste Zeit meines Lebens. In meinem Zimmer mache ich einfach alles: Hausübungen, lesen, chillen, schlafen, Musik hören und zeichnen. In meinem Zimmer hatte ich ein Kuscheltier. Es war ein Fuchs. Sein Name war Blubs. Leider ist er vor ca. 8 Monaten, wir wissen nicht warum. In meinem Zimmer habe ich einen selbstgebastelten Teppich, den ich mit meinen Klammern gemacht habe. Im Zimmer habe ich Möbel, die noch in meinem alten Zimmer standen. Immer wenn ich Geburtstag habe, mache ich eine Party im Zimmer. Da fühle ich mich sehr wohl. Und das Beste an dem Zimmer ist, dass die Wände von mir eingestrichen wurden.

A place important to me is the R.C.D.C dance studio in Florida. I started dancing there in March 2018 and I loved the teachers and Choreography. We had a dance show in June and it was a great experience. In the Summer I did hip hop and Contemporary. Every week we learned new Choreography to different types of music. The two amazing teachers that taught me were Ms. Robin and Ms. Noelle. They are very talented people that helped me learn how to dance and express myself. Since I moved to Austria, I won't be able to dance at that studio anymore. I might go to a dance school in Innsbruck and I want to dance in California when I'm older. My dream is to dance with famous Choreographers like Matt Stefanina and Phil Witte.



Für mich ist unsere Hütte ein ganz besonderer Platz da wir dort viel Spaß haben. Tobias und ich haben die Hütte vor 2 Jahren zusammen mit Lukas gebaut. Seitdem treffen wir uns fast wöchentlich. Im Moment arbeiten wir am Eingangsbereich unseres Zubaus. Letzten Monat ließen wir am 23.08. das 2-Jährige





### 3.3 Networks – At Home in the World

Working on students' own local and transnational connections to places and people can be very interesting and revealing. This exercise serves to make students aware of their many diverse connections and networks – to places, cities or countries.



#### Exercise 6

### Networks – At Home in the World

**Method:** Visualisation of the students' own relationships to certain people and places. For this, first a circle is drawn on a poster. Using wool, their personal connections are then visually represented on it.

**Time:** 60–90 minutes.

**Preparation:** A large circle is drawn on a poster. Individual points are marked around the circle by making a hole in the cardboard with a thick needle. Every point stands for a place that will be later named by the students.

**Material:** A1 or A2 poster, craft string or wool in several (at least eight) different colours, thick needles (embroidery needle), pens, A4 pages for preparatory work.

**Idea and aim:** The idea behind the exercise is to visually represent the students' diverse local, but also transnational connections and networks. Using the thread or wool, during the exercise and with each student, more and more networks to different places become visible. The task is divided into three steps:

- Preparatory work: individual work (*places I have a connection to*)
- Work on the group poster I: writing the places on the circle
- Work on the group poster II: connecting the places to each other (one colour per student)

**Instructions/steps:** Preparatory work: First the students are given the task of answering the following questions themselves on a piece of paper and writing down the following places.

- a) Where was I born? (*e.g. Innsbruck*)
- b) Where do I live currently? (*e.g. Mieders*)
- c) Where did I used to live (if I lived elsewhere)? (*e.g. Munich*)
- d) Where do family members live if they live elsewhere? (*e.g. Uşak, London, Bochum, Switzerland*)

**Work on the group poster I:** Once the poster has been prepared with the circle and the holes, the first student writes their previously chosen place (e.g. Rome – Innsbruck – Vienna – Spain – Turkey – Norway) on the poster. For this, cities or districts of cities can be specifically named or just states or countries. One place is written beside each hole. To keep the poster clearly legible, it's better if the student's chosen places are not all written beside each other, but rather diagonally and evenly distributed around the

circle. This makes the network easier to see later on. Furthermore each student should only use one piece of string and therefore one colour.

**Work on the group poster II:** Now the first student begins to connect their places marked on the circle with a coloured piece of string. They should start with the place they were born and continue with the other places – in chronological order. They should make sure their piece of string is long enough, that a knot is made on the underside of the poster at the start and that a second hole is made beside each hole, so that the string can be threaded back out to the front of the poster; they should take care not to tear the cardboard. When all the places are connected, the string is knotted on the back side of the poster and cut off.

Gradually, a network between the places marked (city districts, cities, countries) and to each person will become visible, a tangible image is created.

All the steps described here are carried out one by one by each student. Because students can only work on the group poster one by one or at most two at a time, the teacher must calculate in enough time and possibly think of a second exercise for the students who have nothing to do while the others are working.

**Evaluation:** When all the students have marked “their places” and linked these with each other, the poster is hung up for all to see. The evaluation can begin with the students thinking about which places were named the most. The teacher can support them by asking: “What do you think, which places were named the most? Where are those places?” It is interesting to see if the students know each other well enough to guess the most named places. After that, the students can voluntarily tell the class about “their places” and the networks and people associated with them.

This exercise quickly makes visible which places students have a strong connection to. This can vary a lot of course, depending on the people in the class.

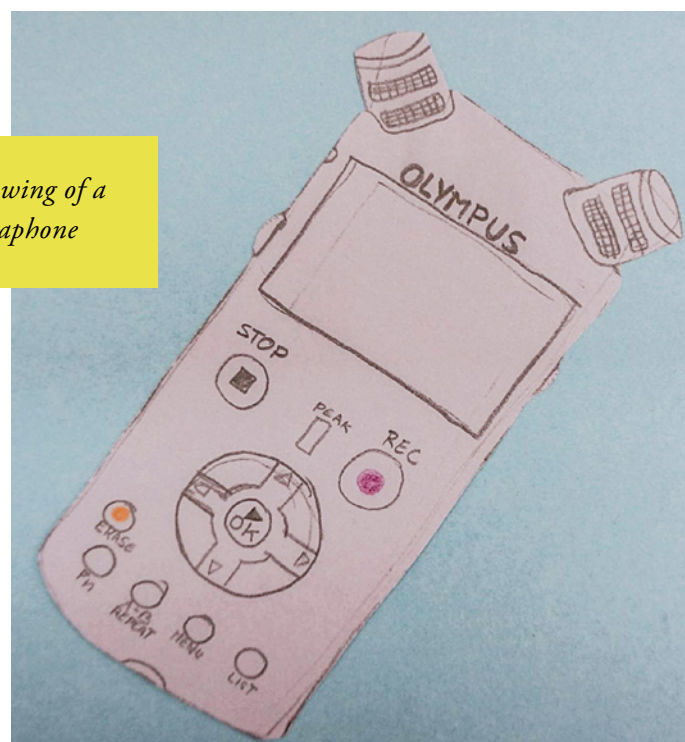
### 3.4 Interviews with Members of the Public – An Extract from the Project Workshops

*“Excuse me, do you have time for a short talk?” –  
students interview people in Tirol.*

During the project workshops, students from the schools UNESCO NMS Gabelsberger and NMS Vorderes Stubai worked more intensively on the research topics such as migration, mobility, biography and family life. The students from three of the participating school classes were given the task of conducting a qualitative interview in certain places or a city district and to take on the role of researcher themselves: they were to conduct short interviews with members of the public in different locations to go in search of traces of migration and mobility in local contexts. For this, the students carried out preparation for the interview by creating a questionnaire in small groups and got familiar with how a dictaphone works, in order to then subsequently carry out the interviews with members of the public accompanied by someone from the project.

Students from UNESCO NMS Gabelsberger firstly interviewed members of the public at a nearby shopping centre, and secondly people in the district of Pradl, where the school is also located. Students from NMS Vorderes Stubai conducted their interviews in Fulpmes. Below are some interesting passages from the interviews.

*Drawing of a  
dictaphone*



**Aziza** interviews a couple who live in Germany and are on holiday in Fulpmes

**Aziza:** Do you know your way around Fulpmes?

**Interviewee:** No, we're visiting. We've only been here two days.

**Aziza:** Where do you come from?

**Interviewee:** Germany, from North Rhine Westphalia. We are on holiday here.

**Aziza:** Have you ever moved house?

**Interviewee:** Moved house, yes, in my life, yes. Sure.

**Aziza:** And where did you move to?

**Interviewee:** From the town where my parents live to the house where I now live with my children and my husband.

**Aziza:** What was that like for you?

**Interviewee:** The move?

**Aziza:** Yes.

**Interviewee:** It's always sad on the one hand and exciting on the other. You leave the old behind and look forward to a new start. That's a part of life.

**Felix** interviews a woman who grew up in Innsbruck:

**Felix:** Have you ever moved house?

**Interviewee:** Of course.

**Felix:** Where to?

**Interviewee:** From Innsbruck to Innsbruck.

**Luka** interviews a man who was born in Innsbruck, but who would like to move somewhere else where the weather is more stable and nicer:

**Luka:** Is there a place that especially important to you?

**Interviewee:** Here in Innsbruck?

**Luka:** No. In the world, so any place at all.

**Interviewee:** Yes, the university for example.

**Luka:** Can you briefly explain why?

**Interviewee:** Because I think you should keep studying your whole life long. That's why I became a student again, after I was a teacher. I was a teacher at a secondary school and after my early retirement I went back to university and have already graduated, but I'm still studying.

**Selma** interviews a woman from Switzerland who is on holidays in Fulpmes:

**Selma:** Do you have family members who live somewhere else? If yes, where?

**Interviewee:** Yes, we have family members. Some of them live in southern Italy and others in Texas.

**Cem** interviews a woman who grew up in the Netherlands and has lived in Tirol for eight years:

**Cem:** Is there a place that especially important to you?

**Interviewee:** What do you mean?

**Cem:** For example a place in the world that you think is the nicest?

**Interviewee:** Well, definitely where my family is. There are many places in Tirol or across the world, but the most important thing is that you have the right people with you, then it's nice wherever you are.

### Quotes from the interviews





### 3.5 Telling the story of history

As part of the Sparkling Science project "Faces of Migration", tours of the exhibition "At Home Here: Stories of Migration from Tirol" were organised, which took place from the 2nd of June to the 3rd of December 2017 in the Tirol Folk Art Museum.<sup>6</sup> Below Katharina Walter, who works for the education department at Tirol State Museums, gives an account of the concept of this exhibition and the visitor tours. The main focus is on exploring "migration" – and therefore also inspiring processes of reflection.



*Flyer of the online exhibition (photo: David Schreyer)*

A precious open storybook in Slovakian, a souvenir from Cappadocia in Turkey, a traditional scarf from Moldavia – these are just some of the objects that students from NMS Vorderes Stubaital Fulpmes and UNESCO NMS Gabelsberger Innsbruck schools brought with them when we invited them to visit the exhibition. What did these objects have in common? It was the very personal stories about them, telling stories migration in their own families and bringing the objects to life. That's also why, in the exhibition "At Home Here: Stories of Migration from Tirol", a lot of space was given to the memories told by migrant workers from the 1960s and 1970s, who were recruited from Turkey and former Yugoslavia, along with the sometimes very personal objects, such as letters, photos and keepsakes. When you enter the room, as a visitor you're invited to sit at a long "conference table". You can watch different accounts from 28 historical witnesses, grouped according to theme, on screens and become part of the discussion yourself. Although the stay for work originally planned to be temporary, many of the immigrants to Tirol ultima-

tely stayed permanently. However: what conditions did the so-called "guest workers" live and work in? How did they and the following generations end up "being at home in more than one place"? It was mainly the stories of discrimination and self-assertion that impressed that students, and also stories from people's childhood and youth, such as for example that of Güldane Gönül, who travelled to join her parents in Tirol from Istanbul at 13 years old all alone with her siblings. Some objects threw up questions that the students could write on postcards addressed to the person who the object belonged to.

The space for discussion was expanded to include other perspectives with further discussion-orientated tours, such as tours with historical witnesses, bilingual tandem tours with native speakers and tours designed by students for students. And if anyone felt like leaving their own story of migration behind for other visitors, they could do so at a telephone station at the end of the exhibition. (26th October 2017)



*In the museum (above),  
A look back at the visit  
to the museum (below)*

#### Das Volkskunstmuseum:

Heute waren wir in dem Volkskunstmuseum. Wir haben den Auftrag bekommen, dass wir Dinge mitbringen sollten, die z.B. von einer Verwandten die von woanders herkommt, geschenkt bekommen haben. Manche von unserer Klasse haben etwas sehr interessantes mitgebracht. Ich habe auch etwas mitgenommen. Danach mussten wir etwas zu den Dingen sagen und anschließend in die Mitte legen. Auch die Führerin von uns hatte etwas dabei und erzählte uns davon. Später mussten wir in Teams zusammenarbeiten und uns Geschichten von anderen Personen anhören und ansehen.

Darüber haben wir sehr viel erfahren, das wir uns gar nicht vorstellen können. (z.B. dass eine Familie in einer 14m<sup>2</sup> großen Wohnung lebte). Anschließend versammelten wir uns wieder in einem Kreis. In der Mitte lagen Fotos von diesen Personen die wir uns angesehen haben und wir mussten über unseren Bekannten etwas erzählen.

Später mussten wir uns Fragen über einen Gegenstand im Museum überlegen und auf eine Postkarte.

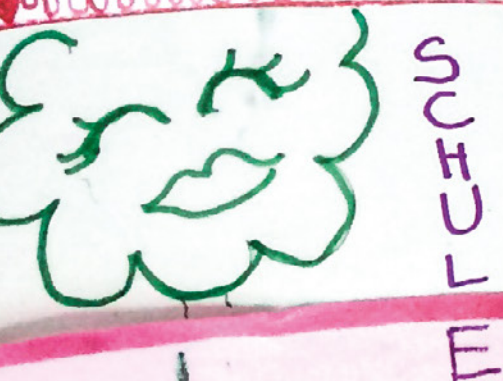
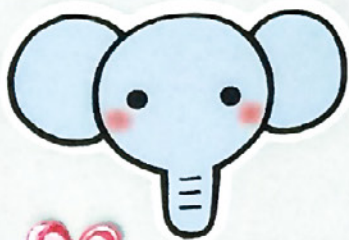
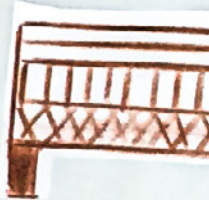
Vielleicht bekommen wir eine Antwort für unsere Fragen. Außerdem haben ein paar Kinder aus unserer Klasse (auch ich war dabei) ein Interview führen müssen, wie uns das

<sup>6</sup> The Tirol Folk Art Museum is a project partner in the Sparkling Science project "Faces of Migration: You People from Tirol Research the History of Migration in their Families Together."



Project  
Exhibition

Mein Sch



SUCHLE

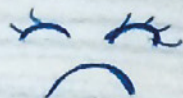
Meffy Puffy Fluffu circle



ulweg



L M D





## 4 Project Exhibition

In the Sparkling Science project “Faces of Migration”, the participating students were involved in the entire research process. Because of this participatory character of the project, a large number of posters, audio files, photos, pictures, essays and other documents were created on the themes explored, which were suitable as exhibition pieces. Around the end of the project, these were then presented to the wider public at a closing exhibition in the Bäckerei – Kulturbackstube in Innsbruck (27th of February to 3rd of March 2019). We wanted the exhibition to reflect the participatory character of the project. Some students therefore voluntarily helped design the exhibition and contributed with ideas of how to communicate the findings of the project. They were accompanied in this by curator, author, editor and culture practitioner Andrei Sicoldi, the director of the Künstlerhaus Büchsenhausen in Innsbruck. For the design, these are some of the questions the young people explored: How can an exhibition be divided up thematically? How can the exhibition space be used adequately? How can the items to be exhibited be presented in an attractive and clear way? In the exhibition, items exhibited were mainly those created during the project classes and multi-day workshops at the schools. The project blog was also presented. In this way, a visual insight into the works created in the project and its themes could be provided. Furthermore, the qualitative interviews conducted by the students themselves with members of the public could be listened to.

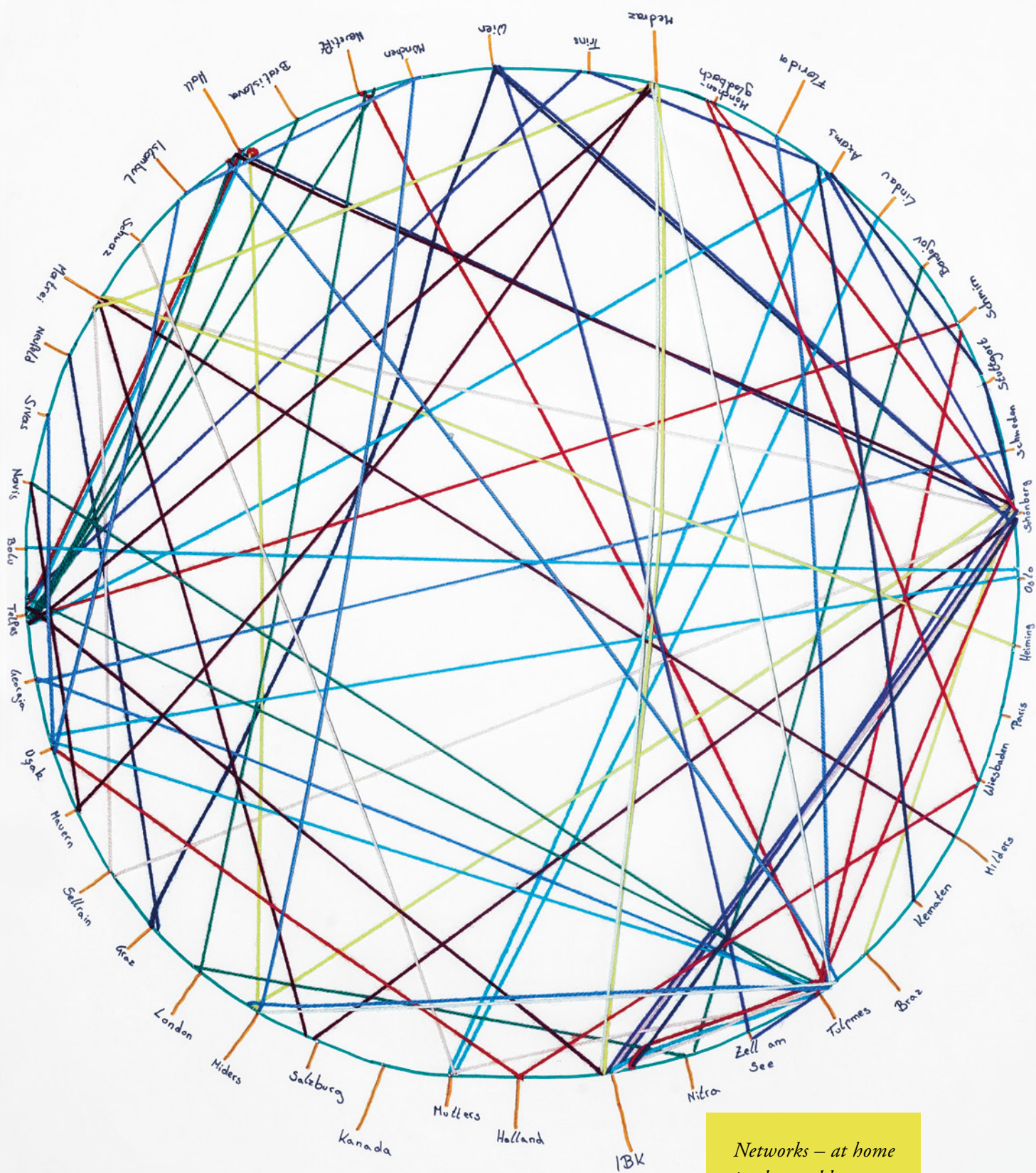
At the exhibition opening on the 27th of February 2019, students from the participating schools, the school headmasters, the State School Inspector from the Tirol Department of Education and of course all the project partners from science, business and society as well as all interested citizens were invited. The sibling duo EsRAP from Vienna provided a musical live act, although here the topic of (their own) migration was also dealt with artistically. This provided a new interpretation of conventional discourse about people with migration backgrounds.

On the one hand, the exhibition served to present the young people's perspectives and experiences regarding the topics of migration, mobility and biography to the public. On the other, it aimed to show that experience of migration and mobility is the norm. That was the reason we focussed on the everyday life practices of the students and the citizens interviewed. These showed that both in everyday life and in the context of family, we are mobile and have relationships to different places – whether they are in the local area or in distant countries.

### *Impressions from the exhibition opening*







*Networks – at home  
in the world*



## 5 Some final words

We live with diversity and life is good with it! Students from NMS Vorderes Stubai and UNESCO NMS Gabelsberger wrote the following about the exercises in this workbook:

I really liked the group work.



Was hat dir am Projekt besonders gefallen?  
Mir hat gefallen, dass wir viel über  
unsere Mitbürger/innen kennengelernt  
haben.

I liked working  
together and that I  
explored the topic more.



Was hat dir am Projekt gut gefallen?  
Mir haben die Projektwege gut gefallen besonders  
das Schiff fallen!

I liked that we learned  
a lot about our  
fellow students.



I liked the tour  
of Fulpmes a lot.



Was hat dir besonders gut am Projekt gefallen?  
Mir hat die Ausstellung im Museum  
sehr gut gefallen.

