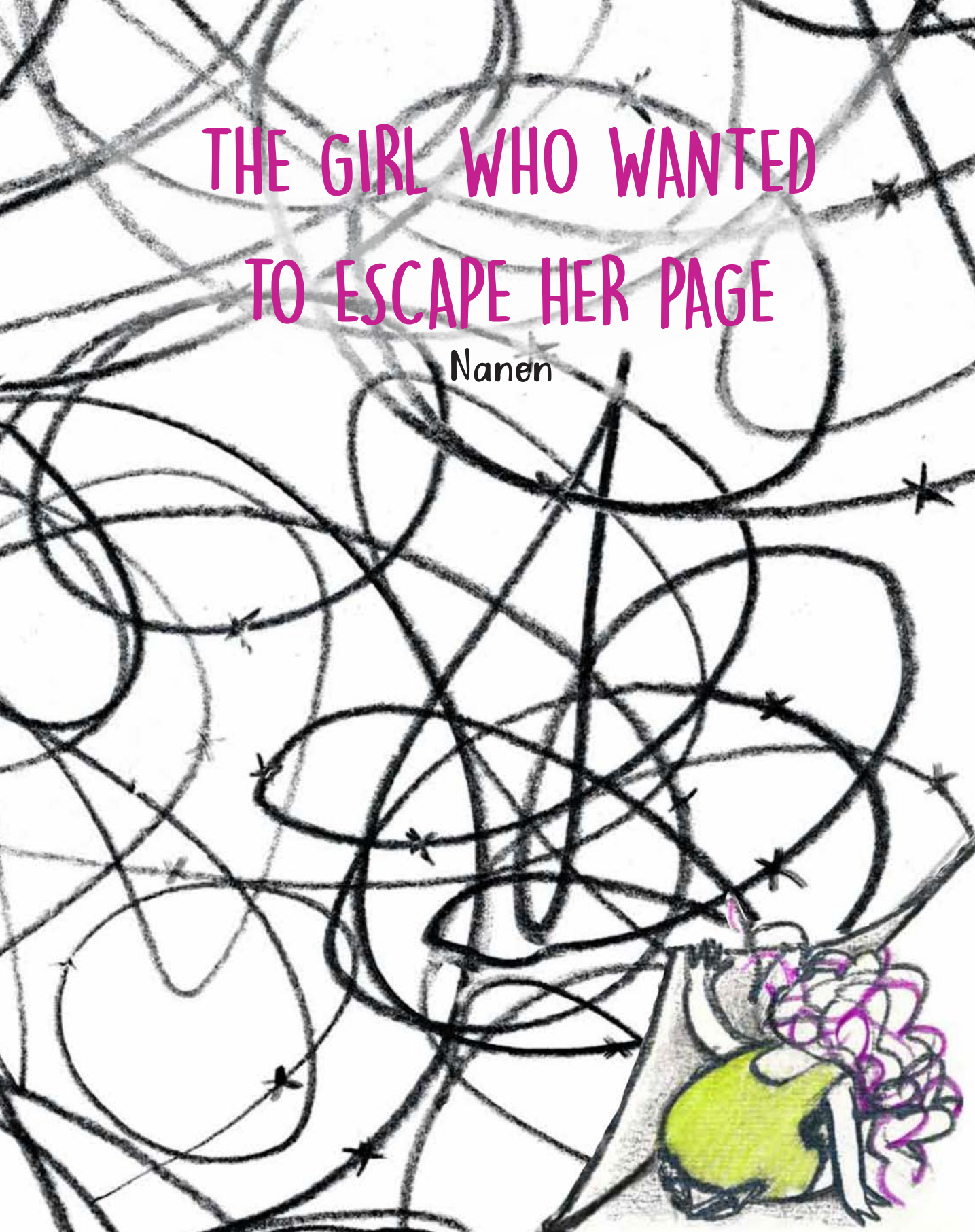


THE GIRL WHO WANTED TO ESCAPE HER PAGE

Nanen





Edita: Consejería de Justicia e Interior
Dirección General de Coordinación de Políticas Migratorias
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Texto e Ilustración: Nanen García-Contreras Martínez
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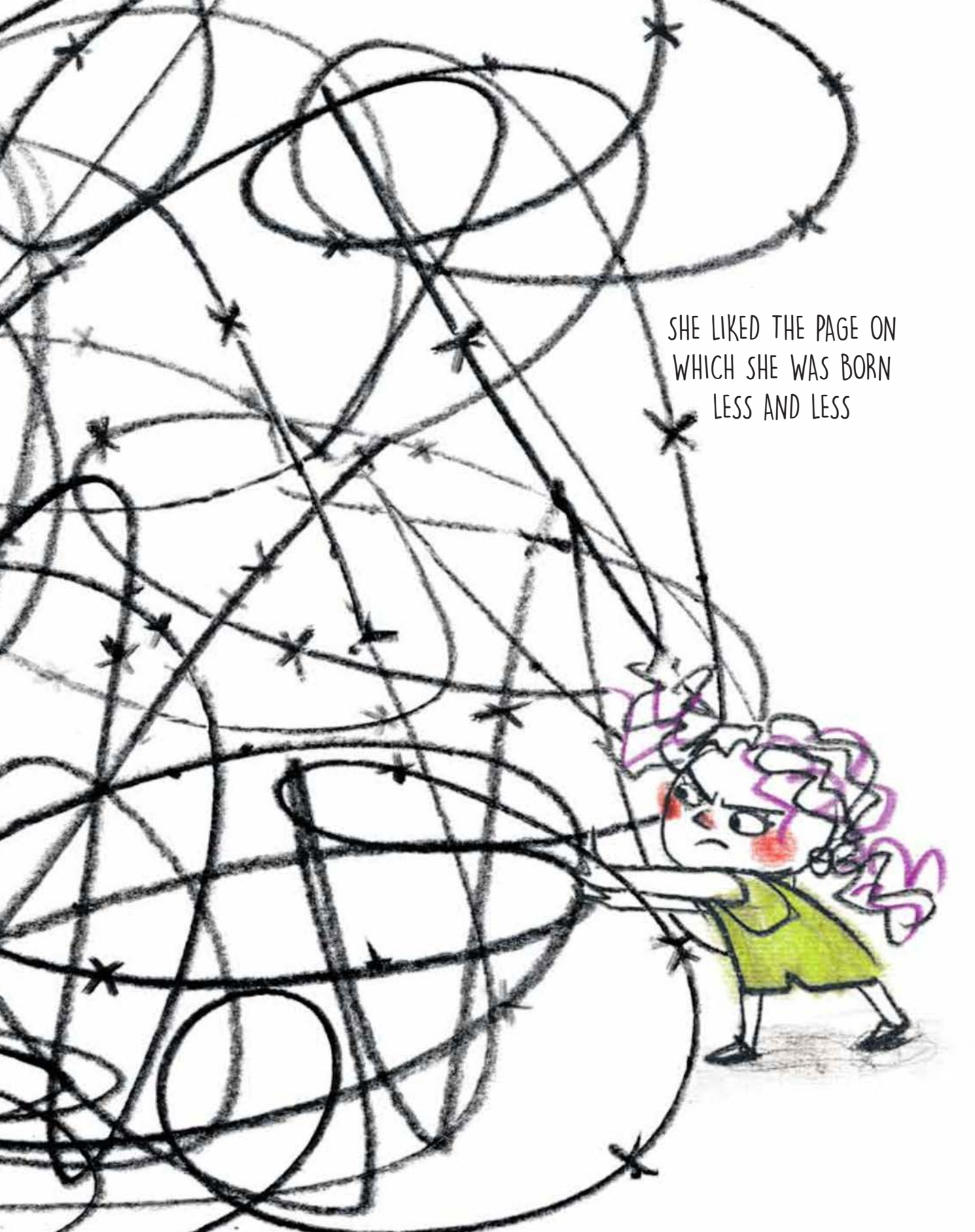
Creating a society that lives in harmony and encourages the social integration of immigrants means passing on a series of social values to our children. “The Girl Who Wanted to Escape Her Page” aims to raise awareness about how cultural diversity enriches, serve as an example of how being open to other perspectives and lifestyles creates a better world and, of course, reflect the reality of people forced to flee their countries. It encourages us to put ourselves in the shoes of this girl, this brave, stubborn, creative girl who refuses to give up; to reflect on how absurd it is to build walls that prevent us from “turning the page”; and, ultimately, to understand that only by working together can we build a better world.

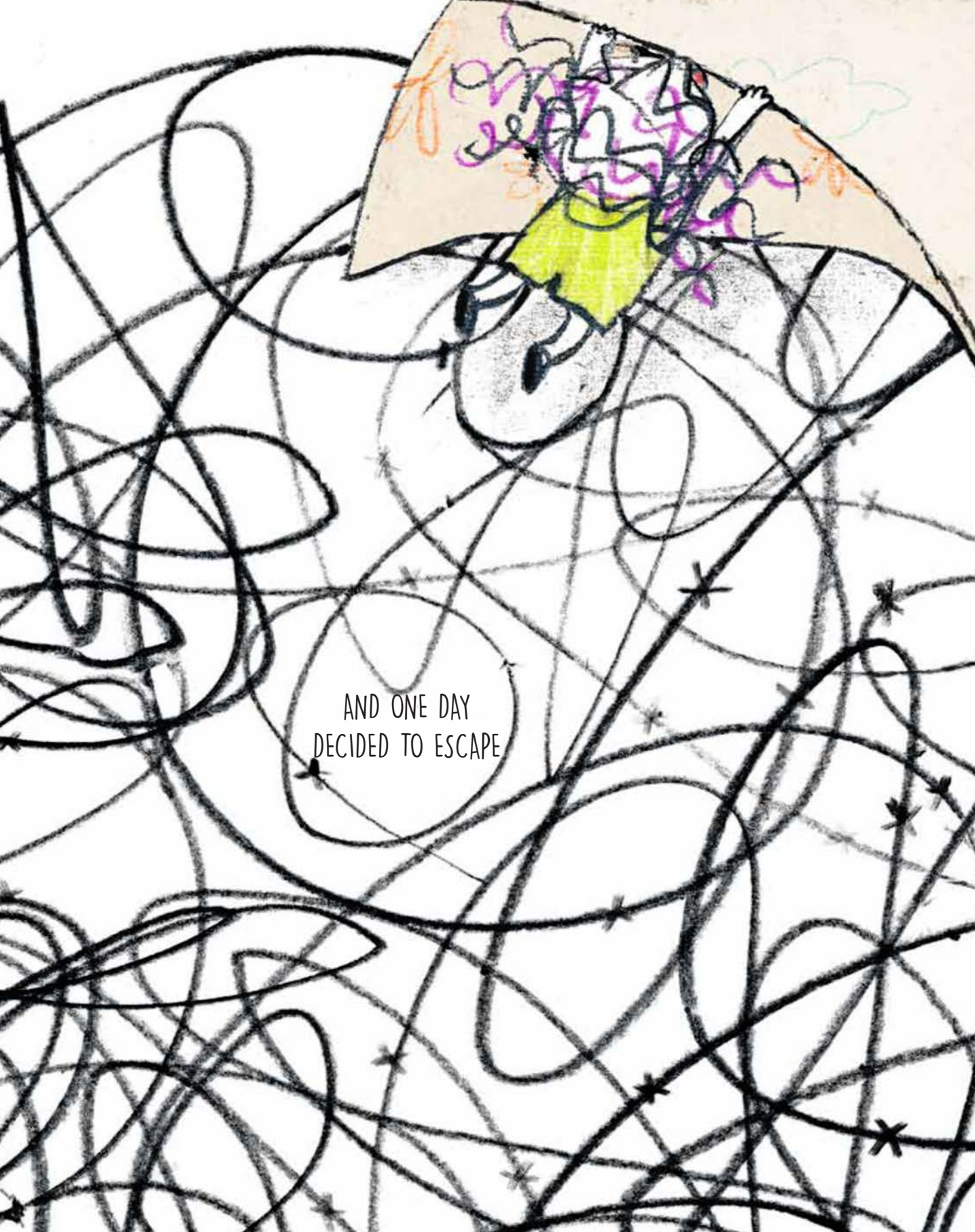
THE GIRL WHO WANTED TO ESCAPE HER PAGE

Nanen



SHE LIKED THE PAGE ON
WHICH SHE WAS BORN
LESS AND LESS





AND ONE DAY
DECIDED TO ESCAPE



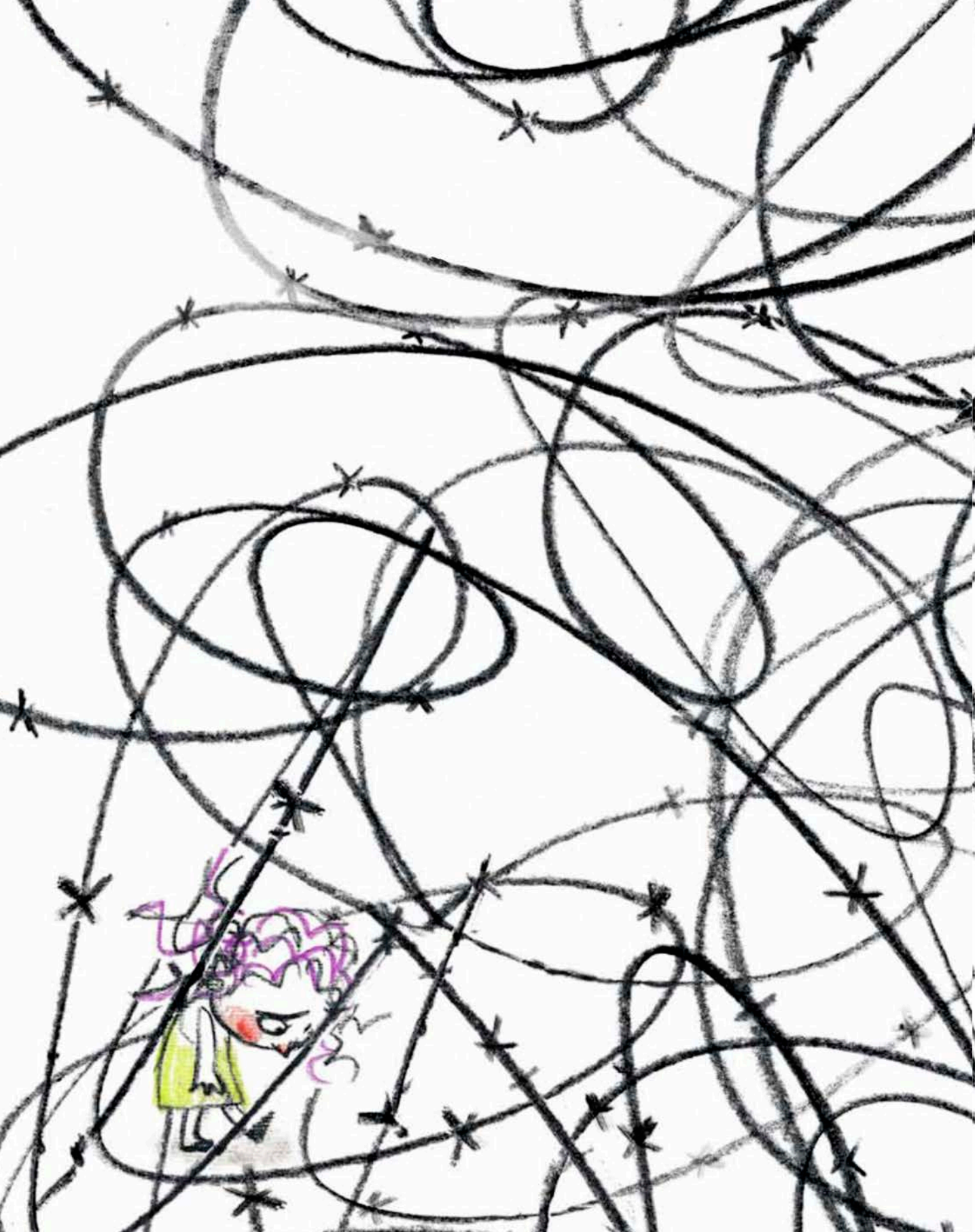
SHE'S TRYING TO SNEAK IN!

AND WITHOUT A HAT!
HOW DARE SHE?

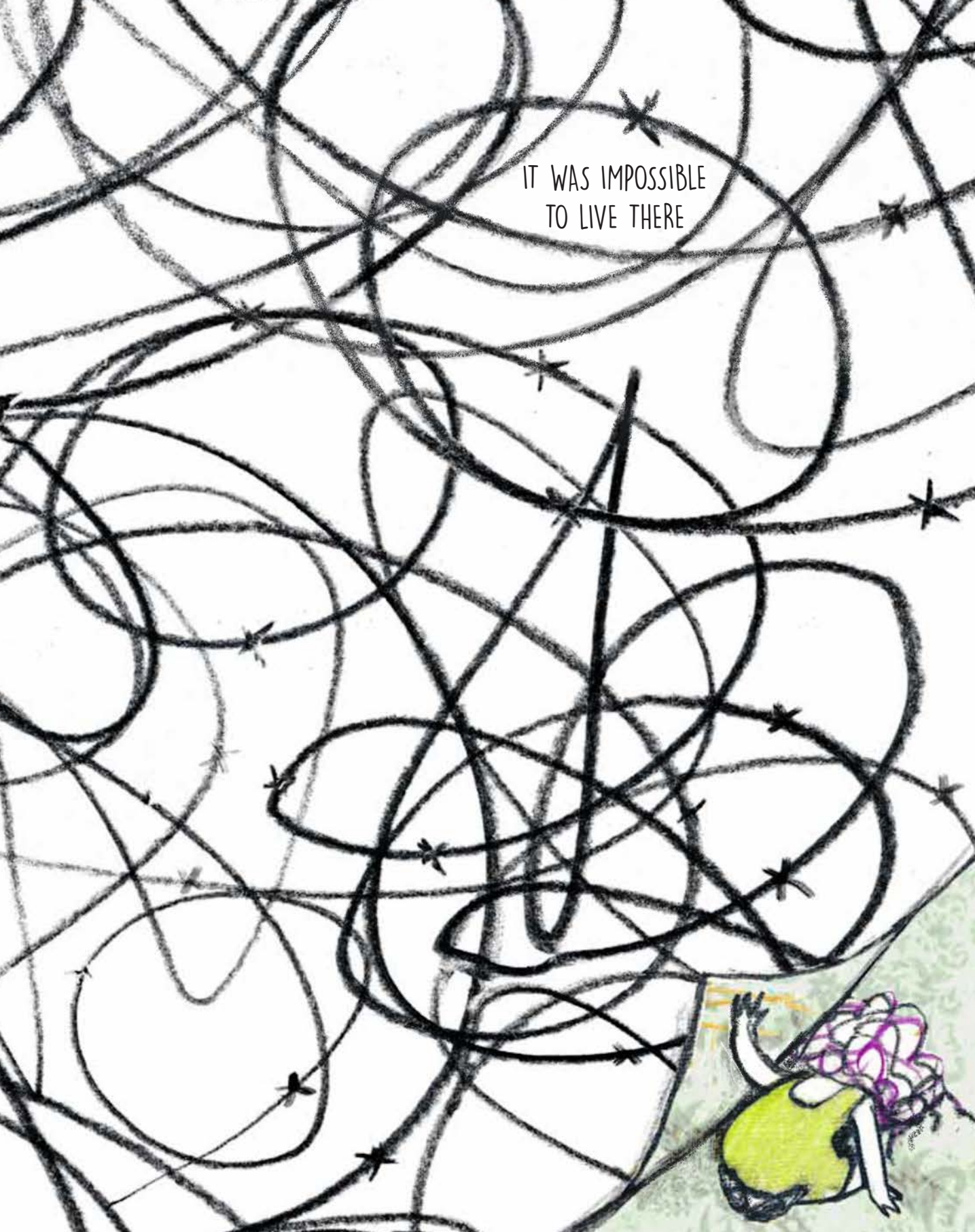


YOU'RE NOT FROM HERE, GET
OUUUUUUT!





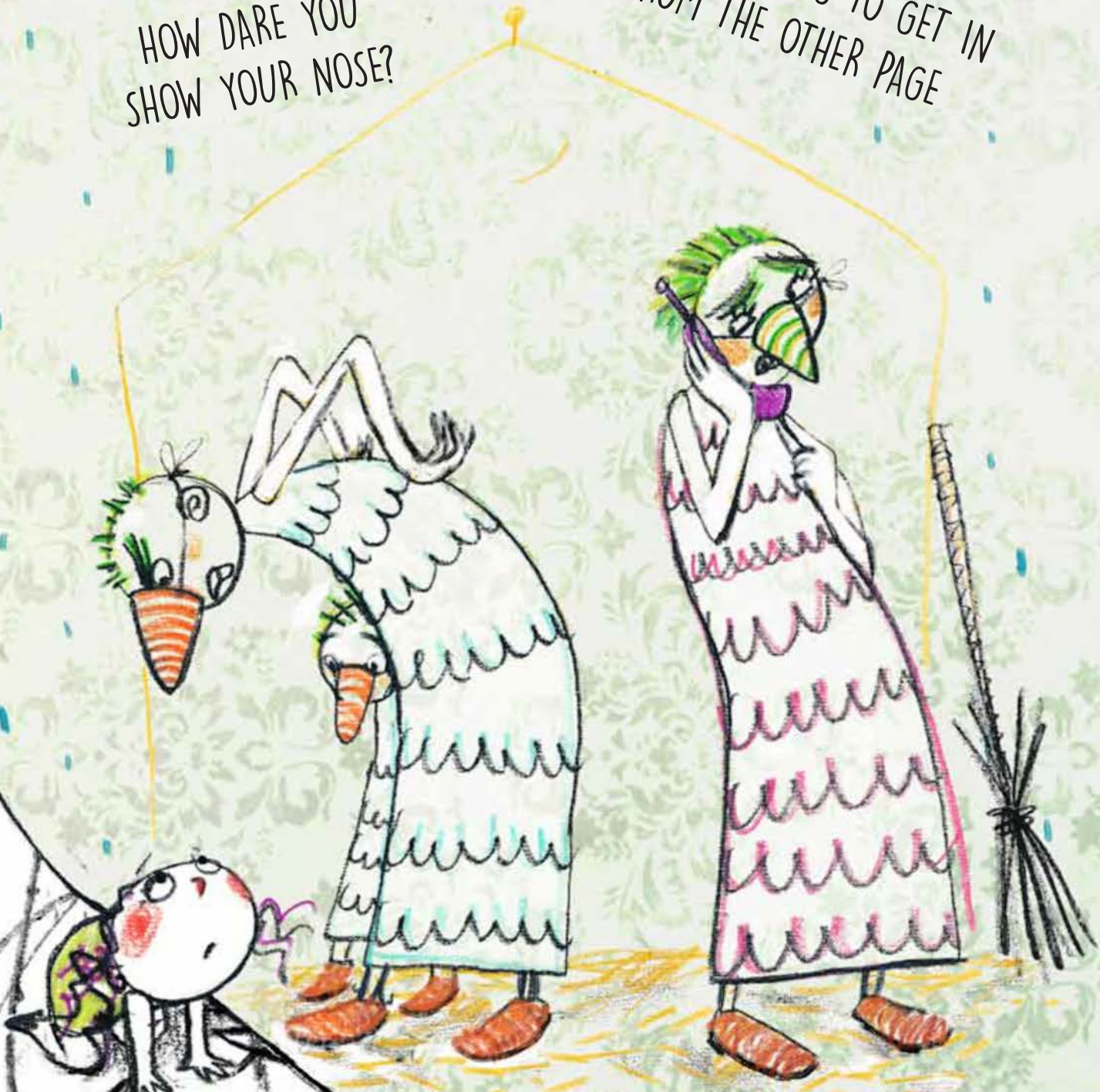
IT WAS IMPOSSIBLE
TO LIVE THERE



WHERE DO YOU THINK YOU'RE
GOING?

HOW DARE YOU
SHOW YOUR NOSE?

THEY'RE TRYING TO GET IN
FROM THE OTHER PAGE

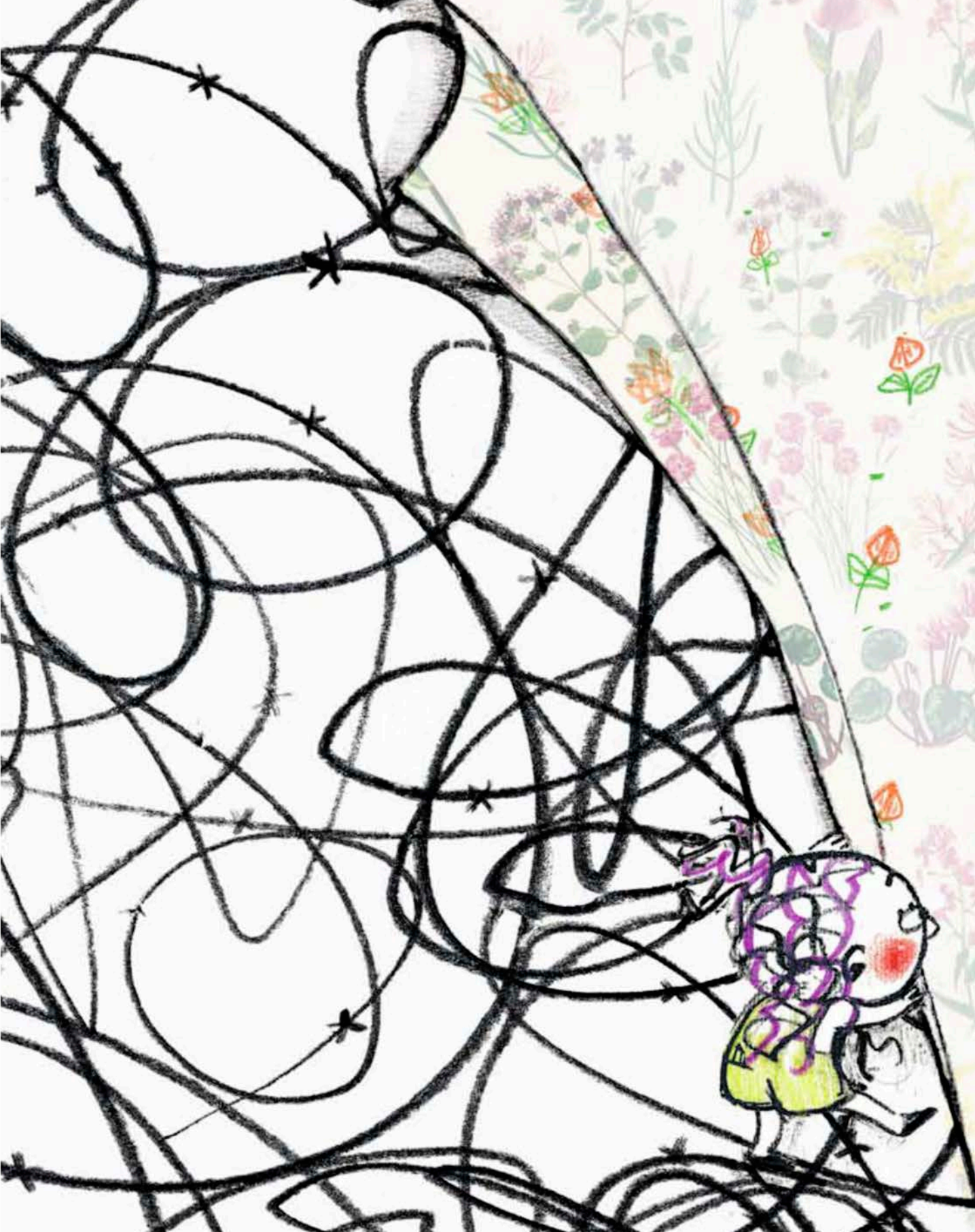


YOU'RE NOT FROM HERE.
LEEEEEEAVE!



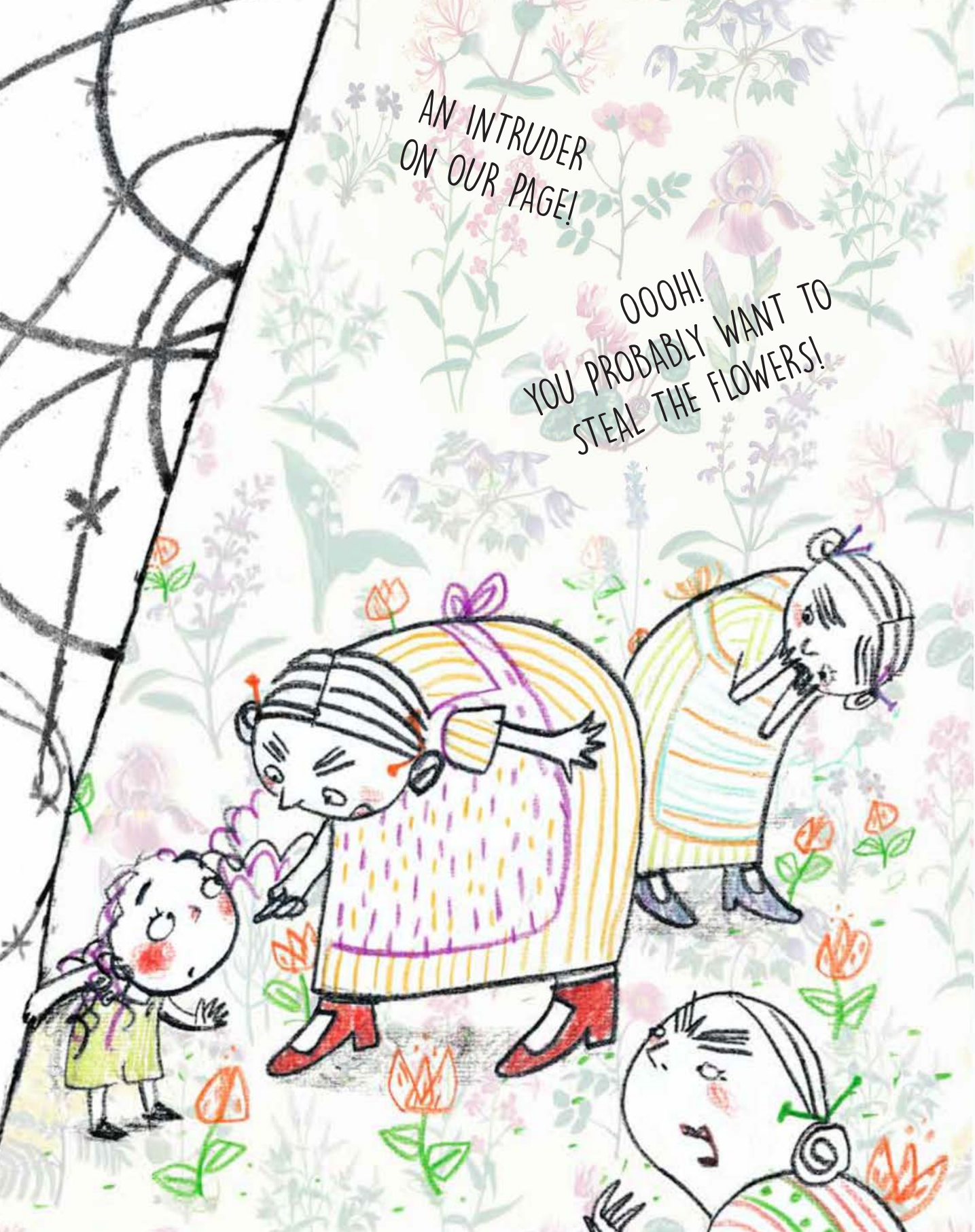
SHE WASN'T THINKING
OF GIVING UP!





AN INTRUDER
ON OUR PAGE!

OOOH!
YOU PROBABLY WANT TO
STEAL THE FLOWERS!



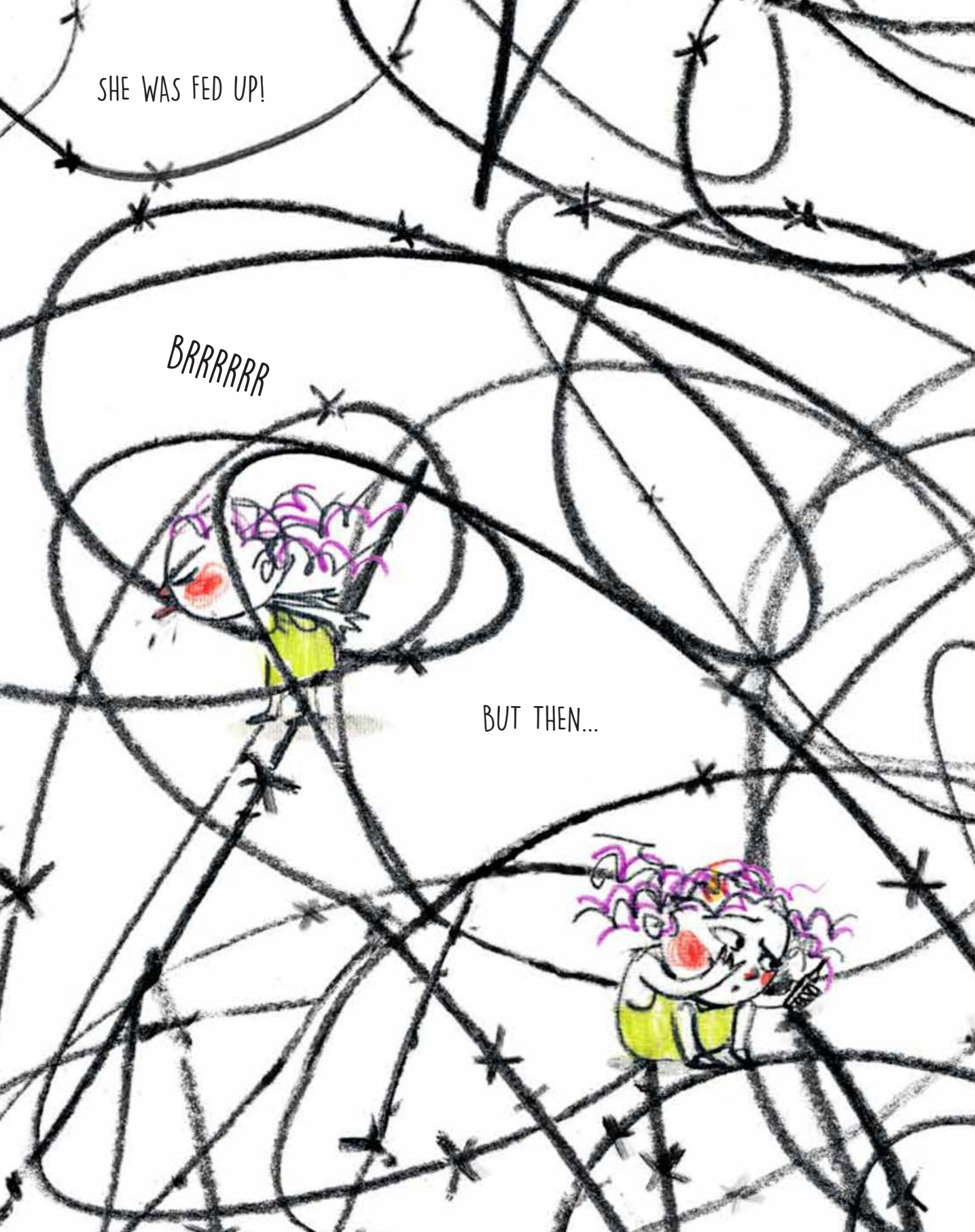
YOU'RE NOT FROM HERE,
GET OUUUUUUUT!

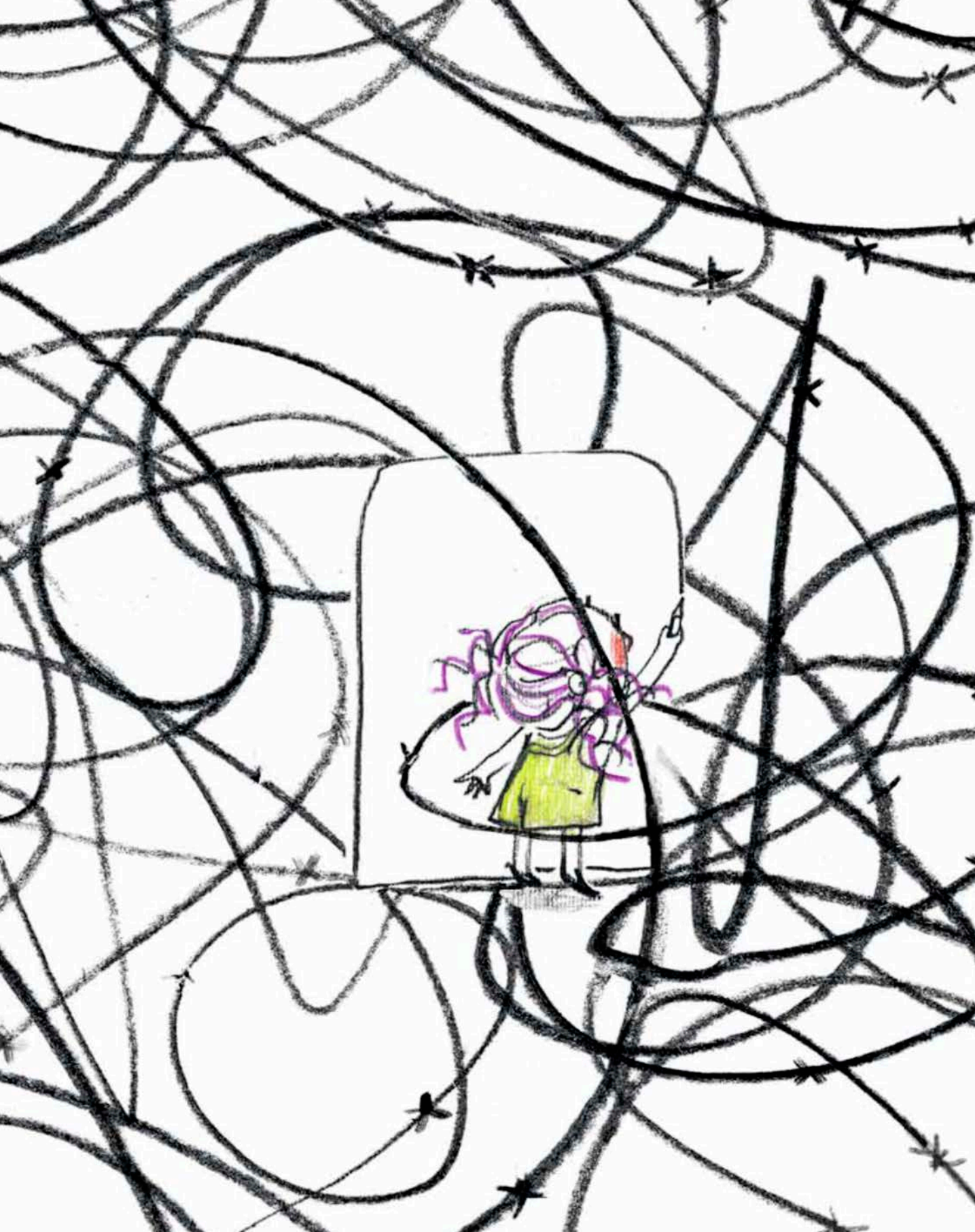


SHE WAS FED UP!

BRRRRRR

BUT THEN...





...SHE DREW
A DOOR



AND THEN,
ANOTHER





AND ANOTHER





AND SHE KEPT DRAWING DOORS



WORD STARTED TO SPREAD THROUGHOUT THE ENTIRE STORY
AND THE DIFFERENT CHARACTERS STARTED TO VENTURE ONTO
THE OTHER PAGES

OOH-LA-LA!
WHAT A FASCINATING PAGE!

ON MY PAGE
WE CALL
THEM BUTTERFLIES

HOW PRETTY!



I REALLY LIKE
YOUR HAT

YES, YES...
YOU SIMPLY HAVE TO WALK
THROUGH THE DOORS...

THANK YOU!

OOOOH!



IT FEELS GREAT!

HERE, A GIFT
FROM MY PAGE

THIS PAGE SMELLS
SO GOOD!

I LOVE IT!

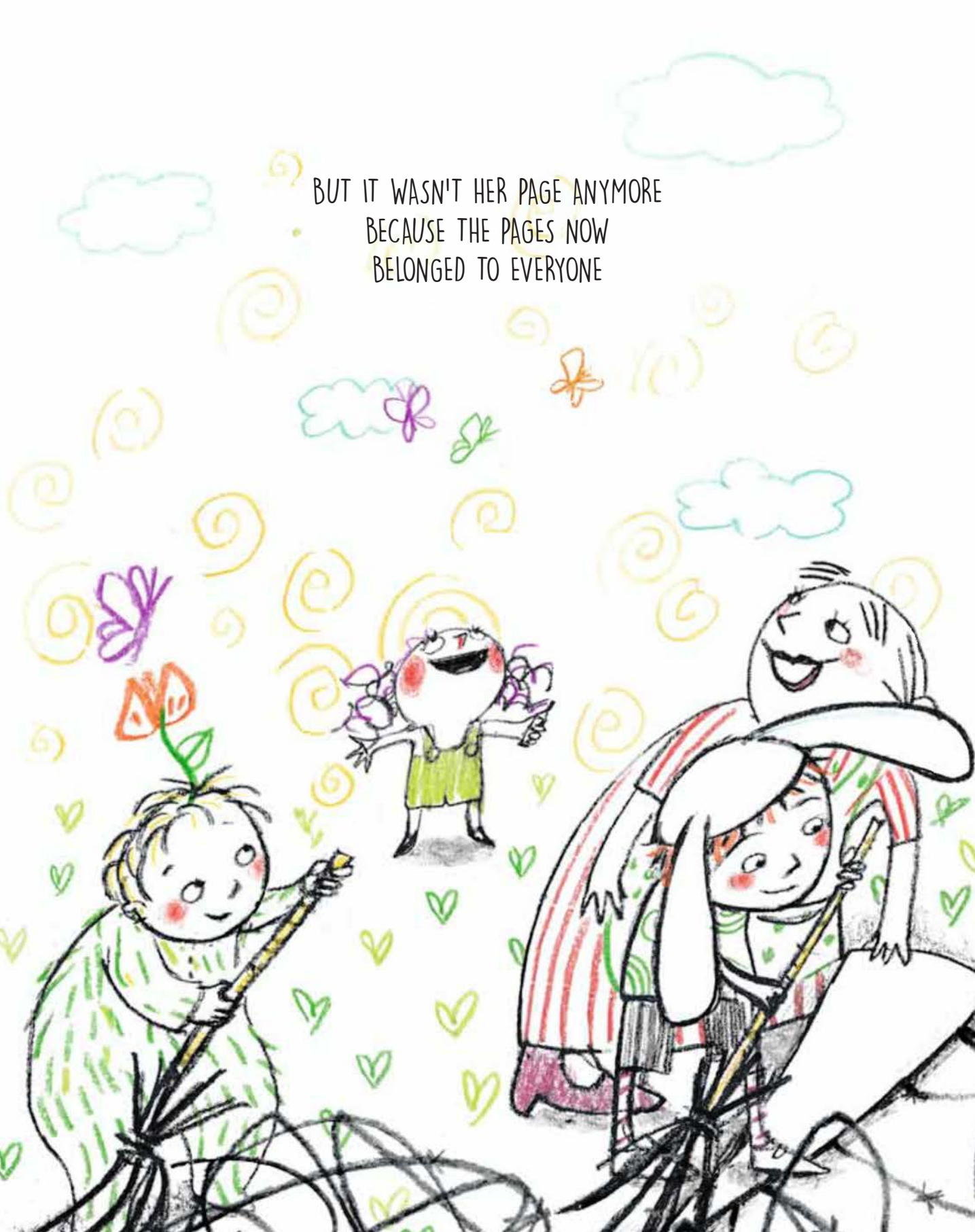


ONE DOOR WAS STILL MISSING...
THE ONE THAT LED TO HER PAGE





BUT IT WASN'T HER PAGE ANYMORE
BECAUSE THE PAGES NOW
BELONGED TO EVERYONE





MANY ARE BORN
ON UNLUCKY PAGES
AND WANT TO GO TO THE OTHER SIDE.
SADLY, MANY PEOPLE DON'T REALIZE
THAT EACH AND EVERY PAGE
ARE PART OF THE SAME BOOK
AND DOESN'T BELONG
TO THE CHARACTERS
WHO LIVE THERE.



TEACHING PROPOSALS

Our girl offers a series of activities that “open doors”, both physical and mental, to help students understand that diversity enriches us.

Valuing and respecting others is possible when we strengthen our own self-esteem, when we know how to identify and manage our emotions, and with these proposals our girl aims to infect us with her creativity and courage, to teach us to have confidence in our own abilities to overcome difficulties.

And this is all directed towards building a society that lives in harmony and encourages the social integration of all people.

A SOCIETY THAT UNDERSTANDS
THAT WE ARE ALL PAGES OF THE
SAME BOOK!



DRAWING DOORS

AGE: 6 and up TIME: 2 hours

INSTRUCTIONS: Hand out paper and ask the students to imagine and draw a door and then decorate the frame, leaving the inside of the door blank. When they finish, ask them to imagine that they're standing in the doorway, and then write down the ridiculous rules that have to be obeyed in order to "enter" through that door. Then go around the room and have the students read their rules out loud, with the other students commenting on how silly they are. Once all the students have read their rules, use scissors to cut out the inside of the door with the rules written on it...and throw them away! In the next session, have students stick their door onto colored cardboard and then form a mural by attaching the doors to the wall one after another. Form small groups and have the students think and propose sentences about those open doors that lead to worlds of different colors and then write them on the mural.

OBJECTIVES: Distinguish between the rules, customs, and habits that are valuable for coexistence and those that do not. Recognize and identify the phenomenon of discrimination.

MATERIALS: Sheets of paper, A4-size colored cardboard, scissors, glue, markers, colored pencils, and adhesive tape to create the mural.



INTERVIEW THE CHARACTERS

AGE: 6 and up TIME: 1 hour

INSTRUCTIONS: Print this page and pass it out the youngest students. Have them answer the questions in small groups, or read the questions out loud and have each group contribute possible answers.



They can also come up with more questions and answers and act them out with the rest of the group, each one playing a different character's role.

OBJECTIVES: Experience what it means to deserve consideration and respect. Identify different ways of reacting to and analyzing those behaviors and attitudes.

CHARACTERISTIC SEARCH

AGE: 8 and up TIME: 2 hours

INSTRUCTIONS: Have the students form a circle and hand out strips of papers in different colors. Ask them to think about the qualities of the girl in our story, and then ask them to write down a physical or personal characteristic of the classmate sitting on their left. After they finish, have them put the folded piece of paper in a container in the center of the circle. Each student takes and reads a piece of paper at random and the class tries to guess who it is.

In the next session, students draw their silhouettes on a roll of paper. Have the students lay down on the paper and have a fellow student draw their outline; the student then writes his/her characteristic on the inside of the shape in large letters. At the end of the activity the students will have created a mural with the silhouettes.

OBJECTIVES: Strengthen self-esteem and help students understand that everyone has something positive and good to contribute. Build confidence in their own abilities.

MATERIALS: Strips of colored paper, pens or pencils, and a container. Large roll of paper and colored markers.









JUNTA DE ANDALUCÍA
CONSEJERÍA DE JUSTICIA E INTERIOR

