



Migration: activity plan

Author: Zorana Matićević

Theme:

Migration; term, causes and consequences

Age group: 17/18 years old

Context

Migration is a significant social phenomenon and therefore is an object of interest in sociology.

What constitutes its significance? Primarily; there have been migrations since the very beginning of the human society, through the human history and there are migrations in modern society, too.

Second; huge impact, consequences on contemporary societies. And finally, related to this; new social issues, new dilemmas, new problems that need to be studied and solved.

It is therefore necessary:

- to define the Migration, what is it and what it is not, to classify it, to sort it out if possible
- to point out how it evolved from the first examples through history till now
- to recognize the existence of this phenomenon in contemporary society, various forms, examples
- to list the causes of this phenomenon
- to recognize and list the consequences
- to emphasize questions, dilemmas, migration issues, refugee problems

Length of the module: 2 sessions of 45 minutes

Goals:

- getting to know the meaning of the terms Migration, Immigration, asylum, refugee
- recognition of the importance of migration for the survival and progress of human society
- practicing the sociological observation of social phenomena; sociological imagination, the perception of the links between causes and consequences
- emphasizing new questions, dilemmas, migration issues, problems and needs to be solved
- pointing out the ways how to deal issues related to migrations
- pointing out the possibilities of young people's engagement in the modern society related to this matter
- understanding the refugees: their rights, duties, their possibilities and difficulties, reasons they have left their own country etc.
- Promoting empathy for refugees, through the connection with its own family experience
- Promoting activity among youngsters
- Improving ability to summarize a short film, conduct mini research on-line or by interviewing family members and presenting to others by several different tools such as family tree, timeline or google map etc.
- Gaining experience and insight into the interview method.

Material & Equipment Needed

- pen, paper, access to the internet,
- short animation films on refugees Just Now animation https://youtu.be/i5fnRd2_gB4
- GOOGLE MAPS application
- Family tree or GENEALOGY apps
- Timeline apps (www.timetoast.com)
- Padlet apps

Methodology

- Brainstorm
- Homework / interviewing the ancestors, searching for answers such as : where are you from, where they used to live, what they used to do, where they were settled, why did they migrate... any political, economic reasons, or so... what do you know about your grandgrandparents at all... are you surprised, how do you feel about it, can You understand those decisions, those activities, those believes etc. Make an Timeline or a Family tree with dates about your ancestors, highlighting those information which can show the others where did they come from, how and why they migrated...Find those places on the Map and prepare to explain Your family story in one minute speech, like: I am....live in....My mom is....from.....Her parents, and ...used to live in...but ... They decided to move and settled in a they accepted this culture and nationally declare themselves as.... I did not know that since the interview, I am really surprised, I thought I was 100% ...
- Inserting a Family route on a Class Family migrations map
- Discussion
- Evaluation home work in Padlet for each student / creating a Padlets articles with 5 columns;
 1. Migrations: from ancient history till today
 2. Migrations in Arts
 3. Migrations in modern world: issues, rights, problems,
 4. Migrations in future, Myself as a migrant
 5. Famous people who were migrants, personal impact

PART 1: 45-50 minutes

Introduction: 5 minutes

The educator briefly introduces the content of a lesson and goals to be achieved to the learners

Topic: Migrations: term, causes and consequences

Goals: The meaning of terms migration, immigration, asylum, refugee, impact: causes and consequences, social issues, activity related to this etc.

The educator informs students this topic will be processed in two parts, 90 minutes in total.

The first part the activities will be focused on Brainstorm, watching an animation movie JUST Now and they will get a homework to do.

The second one will be based on representing what they have done at home and resuming.

Finally, they will get an evaluating task, to implement what they have learned, by writing an article on a Padlet, adding its comments on 5 topics.

PART 1: 45-50 minutes

Central part: 30 minutes

The educator is addressing to students, to participate in Brainstorm activities, looking for answers to the following questions:

- What is Migration? What is it? What is it not? Where is a difference between travelling and migrations? Who is a refugee?
- Can we list some examples of migrations from the ancient history? Middle age?
- What about now? Let's make a list of migrations in a modern world?
- What are the reasons for migrations? Why do people do that? What they want to achieve? Is it bad or good?
- What is good about it? What is not? What are the problems related to migrations, social issues?
- Who is responsible to solve those problems? Are we? How? Why?
- What is it that we can or can't do?
- Are you familiar with their position, their rights?
- Do you know what asylum is? Can we try together to define this term?
- Do you know any worldwide famous persons who are immigrants?
- Are you an immigrant or a refugee?

After giving some answers, educator and students are resuming:

- Migrations are tectonic social movements involving changes of settlements in order to provide a better life. They are motivated by: searching for better life conditions, avoiding the natural disasters, escaping from political or economic pressure, looking for dignity or basic human rights etc.
- A refugee is a person who had to leave the country, for his safety. This status is guaranteed by an international codex, Universal Declaration of human rights (article no 14) and Status of refugees convention. A refugee is a person outside his own country who is unable or unwilling to return because of persecution or fear of persecution based on race, religion, nationality, etc. That person is asking for an asylum.
- The migrations are well known from the ancient history / through the middle ages till the modern time. So, the migration has an important place in human history.
- There is a power full impact: expected consequences as well as the unexpected ones. Migrants achieve to stay in life or even more, to improve the quality of life. But, there are some issues: providing accommodation, financial support, education, social, medical care, ID, passports, citizenship, xenophobia, etc.

There are many ways to deal with those issues. Some countries keep their frontiers open and accept the refugees, some of them, not.

There must be a solution delivered by a government, based on international Convention.

But, there are some things we can do in local frames, individually. We have our own responsibility, as humans, not only as citizens. Those people can contribute to our own country. There are many famous persons who are migrants or refugees, we accept as our own, thanking to what they do.

After all, we are or we will be in this situation, in the future.

PART 1: 45-50 minutes (watching the films)

Ending part: 10 minutes

Educator is addressing students, asking to pay attention to a following animated Just Now movie about the refugees.

Educator is delivering a Home task to students, explaining what and how to do:

Each student is expected to make an interview with his/her ancestors and to find out where are they from actually, are there any migrants in the family history. If so, the students should investigate the reasons of migrations and the migration route. The homework result should be written on paper or presented on Timeline or a Family tree tool.

Educator is informing students to be prepared for the next class, cause they are expected to be able to:

1. deliver a one-minute presentation of family history,
2. to add family migration route on class Migration google map and
3. to make a comment what they were thinking after watching the animation film and after finishing homework? Any opinion changes?

PART 2: 45-50 minutes

Recap and intro: 5 minutes

The educator is making a brief reminder what is concluded at previous session and what was their homework.

PART 2: 45-50 minutes

Work exposure : 30 minutes

Educator is inviting students to step out in front of the others and to perform one minute presentation of his/her family migration history. After presenting the product, they are to add the family migration route to a Class Migration route map which is created by an educator and located on a school board.

PART 2: 45-50 minutes

Evaluating part, Reflexing : 10 minutes

After the presentations, educator is asking students to pay attention to a Migration google map which is created, and to make a comment how it looks like and what we can conclude observing the map.

Educator is inviting students for Q&A between each other, related to a topic.

Finally, educator is asking for a comment , is there any difference between what they were thinking while they were watching the animation movie and later...was it inspiring to them, how were they stimulated?

Educator is addressing to students, delivering an evaluating task: to implement what they have learned, by writing an article on a Padlet, adding their comments on 5 topics.

1. Migrations: from ancient history till today
2. Migrations in Arts
3. Migrations in modern world: issues, rights, problems,
4. Migrations in future, Myself as a migrant
5. Famous people who were migrants, personal impact

Educator is providing a link to a created Padlet related to this evaluation.



Co-funded by the
Erasmus+ Programme
of the European Union

The content of these materials does not reflect the official opinion of the European Union.
Responsibility for the information and views expressed in the materials lies entirely with the author(s).